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ABSTRACT

The final report discusses objectives and achievements of a career education program designed to develop a self instruction module for special and regular educators concerning career education for exceptional students in grades K through 12. It is explained that a kit, which included a self instructional manual, filmstrip, cassette, and facilitator's guide, was developed, field tested, and internally and externally reviewed. The development and field testing of the product are detailed. The bulk of the document is composed of appendixes, including project staff job descriptions, a list of state coordinators of career education, sample sections from the self instructional manual, and dissemination examples. (CL)

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Final Report

Project Title: Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students

7/1/78 - 6/30/79

Submitted by: Dr. Carole M. Johnson

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EC 130 148

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CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORTS

1. Project Number: 554AH80016

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3. Nature of Report: Final

4. Project Title: Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students

5. Period Covered by This Report: 7/1/78 to 6/30/79

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7. Name of Project Director: Dr. Carole M. Johnson

8. Name and Address of Grantee/Assistance Contractor Institution:

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9. Major Activities:

The major activities and accomplishments of the project are discussed below in relation to each of the specific project objectives. These objectives were:

. To survey existing training materials regarding career education for exceptional students for use in training special education and regular classroom teachers.

. To develop a self-instructional training module including an audio cassette, filmstrip, and handbook designed to prepare regular and special education teachers to conduct career education programs for exceptional students.

. To field test the training module and evaluate its effectiveness.

. To initiate dissemination of the training module.

Objective 1901. To survey existing training materials regarding career education for exceptional students for use in training special education and regular classroom teachers.

Prior to initiating activities related to Objective 1901, staff were hired and the project management plan was developed and initiated. Appendix A contains the job descriptions and vitae for the project director and program specialist. Appendix B contains the technical plan which delineates roles and responsibilities for project staff in relation to each objective. The time line for accomplishment of project objectives is presented in the technical plan. The line and staff relationships between project staff and CEC management is presented in Figure 1. This management arrangement has facilitated the accomplishment of tasks identified in the technical plan.

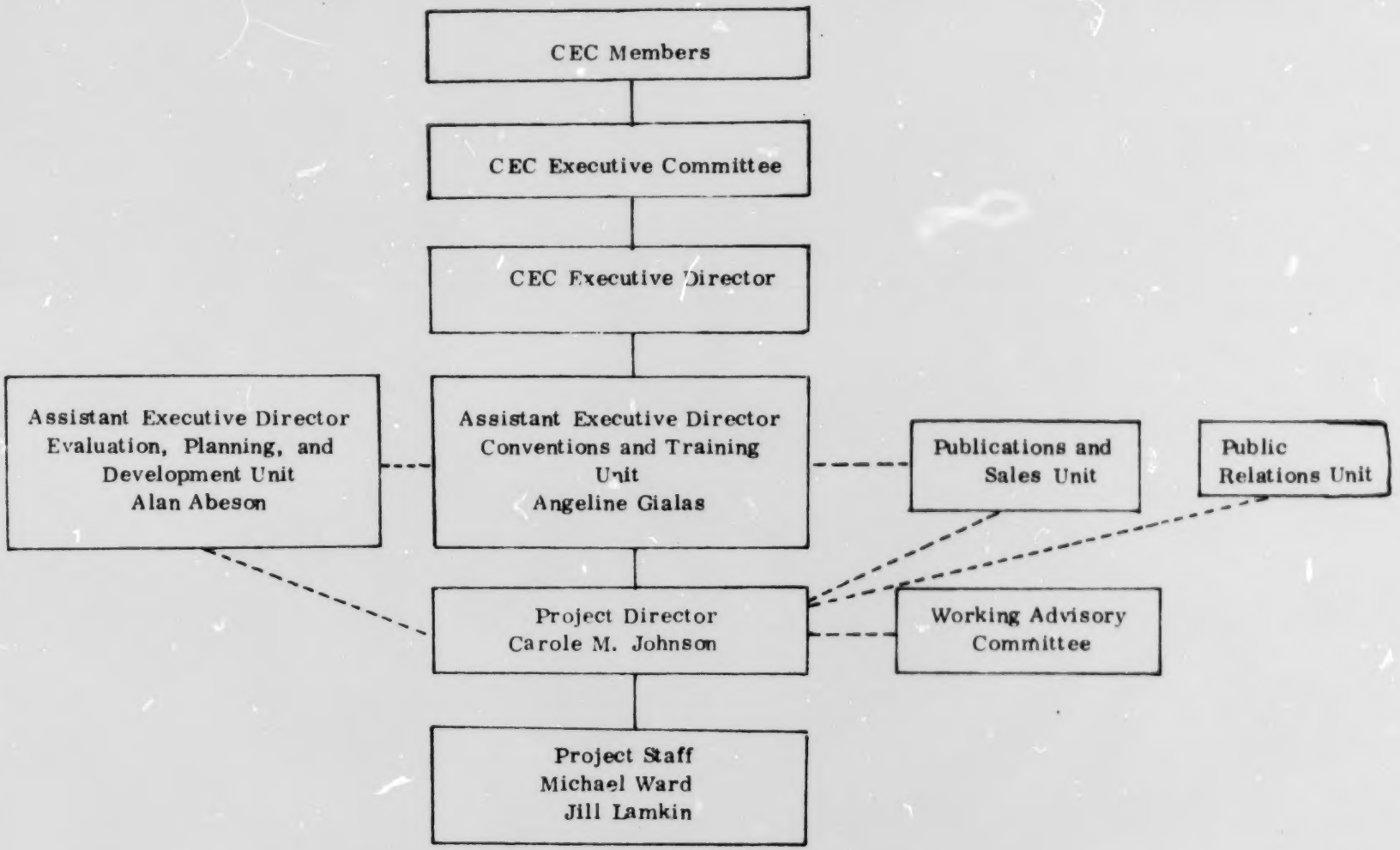

CEC Members
CEC Executive Committee
CEC Executive Director
Assistant Executive Director
Evaluation, Planning, and
Development Unit
Alan Abeson
Assistant Executive Director
Conventions and Training
Unit
Angeline Gialas
Publications and
Sales Unit
Public
Relations Unit
Project Director
Carole M. Johnson
Working Advisory
Committee
Project Staff
Michael Ward
Jill Lamkin

FIGURE 1

The initial tasks to be completed for Objective 1901 were to identify existing training materials (1901.1) and to review and describe those materials (1901.2). Several criteria were established for selection and review of career education materials prior to the implementation of the review. These criteria were:

1) Primary focus upon personnel preparation;

2) Emphasis upon exceptional individuals and/or

3) Expressed use with teachers of exceptional individuals.

No effort was made to judge the reviewed materials in terms of reported or non-reported impact or substantive content. Where evaluation data were available the results were briefly abstracted.

In an effort to maintain consistency of reporting and presentation, a materials review form was developed. A sample form is reproduced on the following pages. On the form, the following codes for areas of exceptionality were used:

MR mentally retarded

SED severely emotionally disturbed

SLD specific learning disabled

OI orthopedically impaired

OHI other health impaired

D deaf

DB deaf blind

MATERIALS REVIEW FORM

Area of Exceptionality: MR SED SLD D HH VH DB OHI OI MH SI G/T	Reference Number: ERIC # _____ CALL # _____			**Primary Medium**	
Level of involvement (if applicable): Mild, moderate, severe	Microfilm # _____ Project # _____			Audio Tape	
				Audio Cassette	
Type of Material: Report Monograph Periodical Book Dissertation Other			Cost:	Phono. Records	
				Filmstrip/ Tape	
Author(s):				Slide Tape	
Title:				Videotape	
Place of Publication:		Publisher:		Tape Size	
	Date:	No. of Pages:		Video Cassette	
Title of Periodical:				16mm Film	
Date:	Vol.	No.	Page(s)	8mm Film	
Content abstract:				Filmstrip	
				Slide	
				Photo	
				Graphic	
				Transparency	
				Print	
Evaluation (form, results, etc):				CAI	
				CMI	
				Other	
Available from:					
Purchase: _____ Rent: _____				**Medium Color**	
				Color	
				B/W	
				Mixed Color	

SI speech impaired

VH visually handicapped

HH hard of hearing

MH multiply handicapped

G/T gifted/talented

In order to identify existing training materials, two computer-assisted searches were conducted. The searches were conducted through the Mechanized Information Center at The Ohio State University and the ERIC Clearinghouse on Handicapped and Gifted Children. In these searches, the following data bases were employed:

Mechanized Information Center, The Ohio State University (ERIC):

Search terms:

a) career/handicapped
   i. instructional materials
   ii. multimedia instruction
   iii. programmed materials
   iv. research
   v. visual aids

b) career/inservice
   i. instructional materials
   ii. multimedia instruction
   iii. programmed materials
   iv. research
   v. visual aids

c) career/preservice
   i. instructional materials
   ii. multimedia instruction
   iii. programmed materials
   iv. research
   v. visual aids

ERIC Clearinghouse on Handicapped and Gifted Children:

Data Bases:

1) Exceptional Child Education Resources (ECER)

Descriptors:

a) career education/vocational education
   i. inservice teacher education
   ii. inservice education
   iii. performance-based teacher education
   iv. professional education
   v. non-professional education
   vi. administrator education
   vii. paraprofessional education

2) Dissertation Abstracts:

Descriptors: Terms for handicapping conditions (e.g. special education, autism, handicapped, learning disabilities, exceptional) crossed with career education.

Simultaneous to implementing the mechanized search strategy, several other methods for program and materials identification were employed. These methods included review of materials located in the Office of Career Education Resource Room (DHEW); requests for information from nationally recognized leaders in the area of career education for exceptional individuals; communications with teacher educators; requests from Office of Career Education project directors; and requests for information from several Bureaus within the Office of Education.

Requests for information and "leads" were mailed to all State Coordinators of Career Education, Directors of Regional Resource Centers, and Directors of

Direction Service Centers. Appendix C contains a sample letter sent to these professionals. These contacts responded with names and addresses of persons involved in career education for exceptional individuals. Specific requests for information and copies of resources (both print and non-print media) were then sent to persons so recommended. Appendix D contains a sample of a letter to one of the individuals to whom project staff were referred by those receiving the letter in Appendix C. Using this technique, numerous projects and products were "discovered" which had employed limited dissemination strategies and were not as yet listed in the ERIC system.

Appendix E indicates those individuals from whom responses were obtained. 48% of the State Career Education Coordinators, 19% of the Regional Resource Directors, and 41% of the Direction Service Center Directors responded by identifying resource persons. A total of 89 resource persons were recommended. Of those, 53% responded to the individual letters sent to them by project staff. The vast majority of respondents sent documents or other materials for project staff review. Documents or other materials which focused upon personnel preparation were annotated using the materials review form described previously. Other documents were examined for relevance to the development of this project's inservice package. These materials were then classified according to a staff-developed cataloguing system for resource materials (Appendix F).

As a result of this multi-faceted approach to literature review, several hundred documents were obtained, reviewed, and when appropriate abstracted. From the review of these documents, several categories of emphasis were revealed.

Included in these categories were:

. philosophy papers: expressing the need, rationale, definition, and/or models for career education for exceptional individuals;

. program or project descriptions: identifying survey results or program and project activities and outcomes;

. curriculum guides: defining goals, objectives, and/or activities for use by teachers of gifted and talented students; students with specific handicaps; or students defined generally under the term handicapped.

. inservice/preservice materials: describing inservice/preservice processes, products, activities, and/or outcomes.

Upon completion of the identification and review tasks, the materials review forms were compiled (Task 1901.3) and a state-of-the-art paper prepared (Task 1901.4). The state-of-the-art paper was published in the spring issue (1979) of the Career Development of Exceptional Individuals journal (Vol. 2, No. 2). The state-of-the-art paper was also included in the Project Interim Report located in Appendix G.

All tasks related to the accomplishment of Objective 1901 were completed within the established time line.

Objective 1902. To develop a self-instructional training module, including audio cassette, filmstrip, and handbook designed to prepare regular and special educators to conduct career education programs for exceptional students.

Objective 1902 was divided into ten major tasks (refer to the technical plan located in Appendix B). Each task will be discussed separately.

The first task to be completed for accomplishing Objective 1902 was to identify and select a Working Advisory Committee (WAC) for the project. The following

individuals were selected, approved by the CEC Executive Committee, and agreed to serve on the Working Advisory Committee.

. Paul Perencevic (special education teacher representative). Mr. Perencevic is a secondary special education resource room teacher in California. He has had six years teaching experience, one at the junior high level and five at the senior high level. He has had five years of experience in mainstreaming and four years of experience with career education. Mr. Perencevic, in addition to his teaching experience, is presently serving as president of California's Career and Vocational Educators Association.

. Betty Work (regular education teacher representative). Ms. Work is a fifth grade teacher from Oklahoma with extensive experience in mainstreaming and Indian education. In addition to career education classroom experience, Ms. Work has served as a delegate to the Indian Library Association, member of a Title IV parent/teacher advisory board, advisor on Indian dropout problems, advisor on adult education in penitentiary settings, and as the Oklahoma representative for a project involving cultural comparisons between Mississippi and Oklahoma Choctaws.

. Betty Ross-Thomson (state department of education representative). Dr. Ross-Thomson is currently serving as supervisor of physically handicapped/multihandicapped programs in the Wisconsin Department of Public Instruction. She is currently serving as president of CEC's Division of Career Development (DCD).

. Donn Brolin (teacher education representative). Dr. Brolin, recent past president of DCD, is a member of the faculty at the University of Missouri-Columbia. He has extensive teacher education experience in both inservice and preservice education. As director of Project PRICE and other projects, he has been a major contributor to the career education movement for exceptional individuals. In addition, Dr. Brolin has written numerous journal articles and books concerning career education for handicapped individuals.

. N. Elizabeth Fried (business-industry-labor representative). Dr. Fried is a compensation analyst at the Nationwide Insurance Corporation headquartered in Columbus, Ohio. Dr. Fried has had both general and vocational education classroom teaching experience. Additionally, she has published numerous articles which deal with business administration, systems methodologies, data processing, classroom methods and materials, and employment of the handicapped. She has served as chairperson of a local vocational education advisory committee and has had a vast array of business and industry work experiences.

In addition to the above official members, two ex-officio members served on the Working Advisory Committee. These two individuals were Parthenia Smith, President of The Council for Exceptional Children, and William C. Geer, Executive Director of The Council for Exceptional Children.

The decision was made to communicate with individual WAC members via telephone and mail review in lieu of a formal meeting scheduled during the first few months of the project. The formal meeting of WAC members was

held February 4 and 5 in St. Louis, Missouri. St. Louis was selected due to its central United States location, allowing funds available for WAC travel to be utilized most effectively.

Once the Working Advisory Committee was selected, module content was identified (Task 1902.3) and verified (Task 1902.4) based upon the review of the literature accomplished for Objective 1901. It was determined that the module would be composed of a filmstrip, cassette, self instructional manual, and facilitator's guide and would be referred to as the facilitator's kit.

Tentative module content was subjected to internal and external review and was revised in accordance with suggestions made by reviewers. In additon to Working Advisory Committee members, the following individuals participated in these reviews:

Dr. Mary McCaffrey, The Council for Exceptional Children

Dr. Sharon Davis, The Council for Exceptional Children

Dr. Charles Kokoska, California State University

Dr. Gary Clark, University of Kansas

Task 1902.5, draft modules, was undertaken once the content outline had been revised. During the development process, it was determined that in addition to a filmstrip and cassette and a self-instructional manual, a facilitator's or trainer's guide should also be developed in order to enhance the flexibility of the other products.

The development of the filmstrip script and visualization was undertaken simultaneously with the development of the module outline. The purpose of the filmstrip is to introduce the concept of career education generally. The 8 minute filmstrip and accompanying cassette entitled "Career Education: An

Overview" presents an introduction to concepts which are further developed in the self-instructional manual. The purposes of the filmstrip are (1) to define and present the basic concept of career education; (2) to distinguish career education from other foci of education; and (3) to relate career education to other aspects of the educational process.

The presentation introduces the concept of career education in a developmental context and defines career education as it relates to other educational disciplines. This is followed by a description of the four phases of career education (awareness, orientation, exploration, preparation) and examination of the attitudes, behaviors, skills, and knowledges acquired in each phase. Examples show how basic academic skills are related to career education and how students acquire information about careers. Finally, the filmstrip discusses ways in which students learn about their own abilities and interests in relation to careers, and how knowledge of self and of career opportunities combine for effective career decision-making.

When used in conjunction with the activities and content of the self-instructional manual and the group activities presented in the facilitator's guide, the filmstrip serves as the introductory presentation. It sets the stage for the inservice/preservice activities and provides a frame of reference for the career education concepts which are explored in more depth in the manual.

The filmstrip was designed so that it could also be used separately from the manual as an overview of career education suitable for a variety of audiences. Some of the audiences for whom the filmstrip may be appropriate include:

- Community and business leaders
- Parent groups
- School and community volunteers
- Civic clubs

- High school or community college classes
- University faculty
- Counselors
- School psychologists
- Curriculum specialists
- Work-study coordinators
- Administrators
- Supervisors

A showing of the filmstrip can be followed by an almost limitless variety of presentations designed to address the needs and interests of a particular audience. The filmstrip does not focus upon career education as it relates solely to exceptional individuals. Rather, it is designed through its visualization to illustrate the appropriateness of career education for all students, in all educational settings. Therefore, serious attention was given to visual representation of women and men and handicapped and non-handicapped persons of various ages and cultural and racial backgrounds participating in a variety of careers and educational settings. It should be mentioned that sensitivity to stereotypic representation was consistantly commended by the WAC and field test particicipants. It should also be noted, for those attempting similar efforts, that production of a nonstereotypic filmstrip is a very time consuming effort in terms of identifying and securing consent forms for photographing. In this endeavor, project staff found the materials analysis form previously developed by the project director, useful. A copy of this materials analysis form follows.

Prior to production, the filmstrip script was subjected to internal and external review with revisions made based upon suggestions made by reviewers. The scratch tape and slides were internally reviewed (Task 1902.6) prior to presenta-

FIGURE 1

MATERIALS ANALYSIS

TYPE OF OCCUPATION*	SEX		RACE						HANDICAP			AGE			
	M	F	Black	White	Asian	Spanish Amer.	Native Amer.	Other	Physical	Learning/ Behavioral	Sensory	Elem.	Sec.	Adult	Senior
Home living skills															
Managerial															
Professional															
Service															
Skilled															
Technical															

*Indicate frame or page number.

tion to the WAC during the February meeting (Task 1902.7). As a result of the internal and external review process, fifteen of the sixty-eight slides were "reshot" (Tasks 1902.8, 1902.); no major script changes were recommended.

Development of the self-instructional manual followed verification of the content outline and draft development of the filmstrip script. The manual was developed simultaneously with the production of the filmstrip slides. Initially, the manual was intended to have five sections; however, it was determined during the development process that three major divisions would be more satisfactory since three sections with several subsections, would enhance concept continuity. Though each section is of greater length than would have been the case using five sections, it was felt by project staff and confirmed by the WAC and field test participants, that the use of three major sections encouraged closure by the reader and would enable her/him to internalize the interrelated nature of the sections more effectively. The reduction of the number of sections did not reduce the content of the manual (refer to Appendix G).

The self-instructional manual was designed for use by special and regular educators for inservice or preservice training. However, consideration to other potential users such as counselors, vocational educators, curriculum specialists, supervisors, administrators, was also given. Furthermore, it was designed so that it could be used on a totally individual basis by interested professionals.

The manual is intended to provide teachers with information and suggestions for organizing, planning, and implementing career education with exceptional learners. It presents methods for incorporating career education into classroom practice. The manual does <u>not</u> present a model for state or systemwide policy development, administration, or organization of career education for exceptional

individuals. It was felt that such policies, administrative practices, and organizational methods should be determined through coordinated planning among the various professionals involved (including teachers, parents, counselors, administrators, career education coordinators, curriculum specialists, supervisors, and community workers). The manual is intended to assist regular and special educators in the implementation of career education with exceptional individuals before, during, and after development of district policies, administrative practices, and organizational methods.

Material presented in the manual is primarily introductory in nature, and thus serves as a basis for further study in the area of career education for exceptional individuals. Since the manual is intended for use by both special and regular educators, the degree to which users will be familiar with the concepts presented varies. The manual was designed so that treatment of the material could be adapted to best meet the needs of a particular group of participants.

The self-instructional manual is composed of three sections, each divided into several components. The introduction to each section serves as an overview, followed by specific learner objectives. The narrative is the major content of each section and is intended to provide users with information as well as to involve them in activities which can be performed either individually or in small groups. Since the narrative is introductory in nature, a list of references and suggested readings is provided at the conclusion of each section.

Major objectives of the manual are to enable the learner to:

- Relate career education to its theoretical foundations in career development.
- Identify factors influencing career development for exceptional individuals.

- Modify lesson plans that include career education concepts to meet the needs of exceptional students.
- Identify and use available resources both within and outside the school.
- Collaborate with others in planning for exceptional students.
- Develop a class planning guide for use in lesson plan implementation.

Section 1 of the manual, FUNDAMENTALS OF CAREER EDUCATION, provides an overview and definition of career development and career education concepts. It presents theoretical foundations, discusses in detail the phases of career education, and deals with elements and outcomes of career education. This section also includes several lesson plan activities.

Section 2, CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS, is designed to give users an awareness of who exceptional individuals are, the impact of exceptionalities upon career development, suggestions on instructional techniques, and how career education can help exceptional students in the career development process. Using the lesson plan(s) developed in Section 1, the activities in Section 2 involve modification of these lesson plans to adapt instruction for students with various exceptionalities.

Section 3, IMPLEMENTING CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS, is designed to bring together various components which enable users to provide career education for exceptional individuals. These components include the Individualized Education Program (IEP); school and community resources; the collaboration process; customization techniques applicable to reading and mathematics material; and approaches to developing active learning experiences. The final activity in this section is completion of the class planning guide, which is developed using all previous activities.

During the development of the manual, it was determined that the content should encourage active involvement of the user and should require him/her to apply the concepts presented in meaningful ways. Such an approach clearly reflects sound learning principals. In order to achieve this, two techniques were employed. First, a technique used to enhance comprehension and active reader involvement was used. This technique, referred to as marginal gloss, involves locating content related questions in the right margin of the text next to the narrative. These questions are primarily intended to cause the reader to analyze and syntehsize that which she/he has read. This procedure is illustrated in Appendix .

The second technique involved the development of practical activities to accompany subsections within the major sections of the manual. Each of the activities were designed so that the user was continuously encouraged to refine skills acquired in previous activities. The culminating activity, development of a class planning guide, was designed to assist the user in pulling together previously acquired skills.

A list of the activities developed for each section is presented.

Section	Activity
1	Career Self-Analysis
	Lesson Plans Awareness Level Orientation Level Exploration Level Preparation Level
	Definition of Career Education
2	Lesson Plan Modifications Hearing Impaired Mentally Retarded Orthopedically Handicapped or Other Health Impaired Learning/Behaviorally Disordered Gifted/Talented
3	IEP Questions and Answers
	School Resource Checklist
	Customization Techniques (Reading)
	Customization Techniques (Mathematics)
	Approaches to Active Learning
	Review of Activities
	Class Planning Guide

The draft manual and scratch tape and slides for the filmstrip were reviewed by the Working Advisory Committee at the February meeting and were revised based upon their recommendations. Once revisions were complete, the field test version of the manual was prepared for use during the three formative field test evaluations (Task 1902.9).

Task 1902.10, develop, review, revise evaluation instruments was completed by the end of February, 1979. Evaluation instruments were incorporated in a set of field test specifications. These specifications set forth the procedures to be followed by those conducting the field tests (refer to Appendix H).

Objective 1903. To field test training module and evaluate effectivess.

In relation to Task 1903.1 (establish field test sites) and Task 1903.2 (confirm sites and make arrangements), approval for conducting a field test of project products during a special one and one-half day session in Dallas, Texas prior to the CEC national convention, April 23-27, 1979 was received. Arrangements for that session were made through the CEC Conventions and Training Unit. The two additional field test sites were the University of Oregon, Eugene, Oregon and Murray, Kentucky.

Promotional material and preregistration information for the Dallas field test (Tasks 1903.3, 1903.4, 1903.5, 1903.6) held April 21-22, were developed and published along with other convention program information in the January and February issues of Exceptional Children, the CEC journal (see Appendix O). For the field test in Dallas, over 200 individuals responded to the notification of the session published in Exceptional Children. By the end of February, 1979, the preregistration was closed at 50 persons with 20 persons on a waiting list. It was decided to limit attendance to those 70 persons.

Participants were required to finance their own transportation, lodging, and meals. No registration fee for the session was charged although participants were required to register for the CEC convention. The field test was conducted by the project director. Participants represented twenty-four states and Canada. Fifty-eight participants completed the participant information form (83%); the largest number of participants (24%) having experience teaching both elementary and secondary special education, teaching secondary special education (20%) or teaching secondary vocational or prevocational education (17%). The majority of participants (53%) considered themselves special educators while 47% considered themselves to be both special and regular educators. The majority of

participants responded that they had had the most professional contact with individuals who were mentally retarded (42%), or learning disabled (25%). Refer to AppendixI for participant information data. Refer to Appendix J for participant comments regarding the field test and materials.

Participants in the University of Oregon field test, conducted by Dr. Greg Wiesenstein, were graduate students majoring in special education. The Murray, Kentucky field test was coordinated by Jan Roberson and Dr. Doris Helge and included local district regular and special education teachers, curriculum specialists and administrators. Participant information acquired in the Kentucky field test and the Oregon field test are presented in Appendices K and L. Comments of the participants in the University of Oregon sessions are presented in Appendix M. Sample activities completed by the Kentucky participants are contained in Appendix N.

Objective 1904. To initiate dissemination of the training module.

In addition to field test promotional materials, articles related to the project were published in the September issue of Exceptional Children, the summer issue of UPDATE, the CEC newsletter, and in a special issue of the ERIC Clearinghouse on Handicapped and Gifted Children newsletter (see Appendix O). Initial planning for the accomplishment of Objective 1904 was begun with assistance from the Publications and Sales and the Public Relations Unit at CEC. Product packaging and promotion alternatives were explored by project staff with assistance from the Publications and Sales Unit.

Numerous packaging and duplication alternatives and their associated production costs were explored. The most cost efficient method of production for the facilitator's guide and manual was determined to be in house offset printing and binding. Due to the design and layout used in developing these materials typesetting was not necessary.

A one page flyer announcing availability of project products was developed and disseminated at the CEC booth at the national convention (refer to Appendix O). This flyer has also been routinely enclosed in all correspondence from the project and from another CEC career education project, Retraining Special Educators. (Dr. Mary McCaffrey, Project Director).

A second product availability announcement was prepared and disseminated to the following groups:

State Coordinator of Career Education

State Directors of Special Education

State Directors of Vocational Education

1979 Career Education Project Directors

National Association of Vocational Education Special Needs Personnel (AVA)

National Vocational Guidance Association (AVA)

District level Career Education Coordinators

Division of Career Development (CEC)

American Personnel and Guidance Association

Youth Work Project Directors

State Coordinators of Handicapped and Disadvantaged Programs (Vocational)

State and Regional Directors of Vocational Rehabilitation

Selected Special Education College Facility

Teacher Center Directors

Dean's Grant Projects (BEH)

Selected Seondary and Elementary School Principals and Superintendents

National Association of School Boards of Education

Officers of the National Association of Secondary School Principals

In addition, press releases have been disseminated to all regular and special education journal and newsletter editors.

10. Participants:

A description of project participants can be found under discussion of Objective 1903.

11. Evaluation:

Pretest and posttest instruments were used during project field tests. The purpose of these instruments was to enable participants to enter the activities within the manual at a point commensurate with their needs. Following field testing 10 items were eliminated from both the pre and post tests. The revised instruments and the participant placement forms are included in the Facilitator's Guide. Sample field test instruments are located in Appendix H. Participant information and comments were also collected. Responses are located in Appendices I through N. As discussed under Objective 1902, extensive expert review was also a method used for formative evaluation.

12. Dissemination:

Dissemination and promotional activites were discussed under Objectives 1903 and 2904 in Section 9, Major Activities, of this report. Refer to Appendix O for compies of promotional materials developed and disseminated to date. Audiences to whom information has been distributed include special, regular, and vocational educators and teacher educators (including the over 63,000 members of CEC).

13. Special Activities:

Although not supported by project funds, the following project related activities have been undertaken by project staff.

. Presentation at the American Vocational Association Convention, Dallas, Texas, December 3, 1978, by Carole M. Johnson, concerning customization of instructional materials and curricula in vocational education for handicapped learners. Special attention was paid to occupational stereotyping of handicapped individuals and the representation of handicapped persons in vocational materials.

. Presentation at the CEC Topical Conference on Career Education for Exceptional Individuals, St. Louis, Missouri, February 8, 1979, by Carole M. Johnson, entitled "How To Begin Today: Adapting Career Education Materials for Your Students Efficiently and Economically." This three-hour session emphasized reduction of stereotyping of exceptional individuals in career education instructional materials and methods for customization. Publishers and product developers as well as classroom teachers attended this session.

. Crackerbarrel session at the CEC Topical Conference on Career Education for Exceptional Individuals, St. Louis, Missouri, February 7, 1979, by Carole M. Johnson. Topics of concern to participants were discussed.

. A special presentation, entitled "Everybody Counts," consisting of several simulation/role playing activities focusing upon such handicaps as poor manual coordination, mental retardation, hearing impairment, and learning disability. The approach is based on the theory that one of the best ways to increase understanding of a particular problem is to allow participants to experience the circumstances surrounding the problem. Each activity concluded with a group

discussion of participants' feelings toward the particular handicap and their behavior during the activity. This presentation was given on the following occasions:

1) Office of Career Education Project Directors' meeting, Washington, D. C., October 23-25, 1978, by Michael Ward, Program Specialist, and Carole M. Johnson, Project Director.

2) CEC staff workshop, December 19, 1978, by Michael Ward, Carole M. Johnson, and Angele Thomas.

3) National Convention of The Council for Exceptional Children, Dallas, Texas, April 22, 1979, by Michael Ward. In addition to the activities outlined above, this session emphasized conclusions drawn between participants' new awareness and their role as special educators.

14. Report Abstract

1. Project Number: 554AH80016

2. Grant Number: G0078C006

3. Nature of Report: Final

4. Project Title: Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students.

5. Period Covered by This Report: July 1, 1978 through June 30, 1979.

6. Category of Project: Training

7. Name of Project Director: Dr. Carole M. Johnson.

8. Name and Address of Grantee/Assistance Contractor Institution:

The Council for Exceptional Children, 1920 Association Drive, Reston, VA.

9. Major Activities: The purpose of this project was to develop a self-instruction module for special and regular educators concerning career education for exceptional students in K-12 settings. Expanding Work Options for Exceptional Students - A Facilitator's Kit was developed, field tested, and internally and externally reviewed. The product includes a self-instructional manual, filmstrip, cassette, and facilitators guide.

10. Project Participants: Field test participants were regular, special and vocational educators from across the country. Field tests were conducted in Dallas, Texas, Eugene, Oregon, and Murray, Kentucky.

11. Evaluation: Pretest and posttest instruments were used to assist field test participants in placing themselves in the appropriate sections of the self-instructional manual. Participant comments regarding the field test materials were collected. Expert reviews were also obtained from Working Advisory Committee members and other experts in the area of career education for exceptional students.

12. Dissemination Activities: Announcements about the project and its products appeared in a variety of professional publications. Flyers concerning the products were sent to over 100,000 educators from diverse backgrounds. In addition, a state-of-the-art paper concerning career education for exceptional students was published in the Career Development of Exceptional Individuals Journal. The interim report has been published in the ERIC system (ED 169-693).

13. Special Activities: Project staff conducted a number of workshops in various parts of the country which addressed issues related to nonstereotypic representation of handicapped persons in educational materials and attitudes towards individuals who are disabled.

APPENDIX A

Carole M. Johnson
Project Director

The Development of a Training Module
to Assist Special and Regular Educators
in the Design and Implementation of Career
Education Programs for Exceptional Students

Job Description

Responsibilities:

. Direct and conduct the entire project;

. Jointly with the unit director establish all project policy and operating procedures;

. Conduct short and and long range planning for all project activities;

. Determine design, implementation and evaluation procedures;

. Organize, direct, and manage project personnel and consultants;

. Track and process all project expenditures;

. Prepare all require written and oral reports;

. Perform other responsibilities as required to assist (1) the Conventions and Training Unit, and (2) CEC in general.

Michael Ward
Program Specialist

The Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students

Job Description

Responsibilities:

- Carry out survey of existing training materials;
- Assist in the development of training materials;
- Assist in the development of promotional materials;
- Assist in the project evaluation;
- Assist in the production of written reports;
- Perform other responsibilities as required to assist (1) the project; (2) the Conventions and Training Unit; and (3) CEC in general.

APPENDIX B

DEVELOPMENT OF A TRAINING MODULE TO ASSIST SPECIAL AND REGULAR EDUCATORS IN THE DESIGN AND IMPLEMENTATION OF CAREER EDUCATION PROGRAMS FOR EXCEPTIONAL STUDENTS

Technical Plan

- Project Profile
- Gantt Chart
- Work Breakdown Structure
  - overall
  - by staff member

PROJECT PROFILE

PROJECT: Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students

PROJECT DIRECTOR:

Carole M. Johnson
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Grant Award from Career Education Program for
7/1/78 - 6/30/79
$75,967
Project Number: 554AH80016

PARTICIPATING INSTITUTIONS: The Council for Exceptional Children

MAJOR PROCESS OBJECTIVES:

1. Identify existing training materials designed to train regular and special educators to provide appropriate career education for exceptional students.[1] This will be done in order to determine specific training needs of regular and special educators in addressing the career education needs of exceptional students.

2. Develop a self-instructional training module including an audio cassette, filmstrip, and handbook designed to prepare regular and special education teachers to conduct career education programs for exceptional students.

3. Field test the training module and evaluate its effectiveness through three two-day training workshops for regular and special educators.

4. Initiate dissemination of the training module through CEC's Publications Unit.

MAJOR LEARNER OUTCOME OBJECTIVES:

This project focuses upon the development of a training module. The focus of the content of the module is to enable regular and special educators to:

1. Develop and/or increase knowledge about career education and its application to exceptional students.

2. Increase their awareness of the value of appropriate career education for exceptional students.

3. Develop and/or increase skills to conduct appropriate career education for exceptional students.

---

[1] The term "exceptional students" includes gifted and talented students as well as students identified in P.L. 94-142 (The Education for All Handicapped Children Act).

PROJECT ACTIVITIES:

A literature review will be conducted to identify existing career education teacher training materials for use by educators of exceptional children. This review will be used as a major source to identify current personnel preparation needs in the area of career education for exceptional children. The review will be compiled into a resource document.

The primary project activity is to develop a training module for use by teacher educators, staff development specialists, and others responsible for providing preservice and inservice education to regular and special education personnel in career education for exceptional students. The module will include a handbook, filmstrip, and audio cassette. These materials will include learner objectives, instructional guidelines, sample activities, additional materials available, and various instructional formats for presenting a one and one-half day workshop for educators. Throughout the project, a Working Advisory Committee will contribute to the module development through careful review and evaluation of the materials and training procedures.

The third project activity will focus upon field testing and evaluation of the module. This will be accomplished through three field evaluations conducted among diverse groups of educators. A special session at the CEC National Convention in Dallas in the spring of 1979 will be conducted as one of the field test sites. Two additional evaluation sites will be established cooperatively with two other associations serving regular educators.

The fourth activity of the project concerns the dissemination of the module after field testing and evaluation have occurred. Dissemination will be provided through the extensive network of publications, training sessions, conferences, and information dissemination programs operated by CEC. This network provides an opportunity to inform educators about the project, and its activities and products. In addition, specific promotional designs will be developed and implemented to disseminate project information and products to regular educators.

EVALUATION:

Procedure 1: The Working Advisory Committee will review the procedures used in identification process with a specifically designed instrument. The Advisory Committee will review the bibliography and descriptions of training materials.

Procedure 2: A written report will be prepared which will include identification of training needs resulting from the literature review and the Working Advisory Committee meeting. It will include the rationale for selection of topics for the training module. The training module will be reviewed by the Advisory Committee prior to field testing.

Procedure 3: Pre and post tests to measure objective knowledge will be administered during each field test. An attitude survey will also be administered as a post test. Teachers attending field test workshops will report to project staff on activities for exceptional students they have conducted as a result of skills learned. During the workshops, participant reactions to audiovisual materials will be reviewed and evaluation forms will be completed by participants at the close of the workshop.

Procedure 4: The Working Advisory Committee will review the evaluation data, log of activities and final draft of the module. The committee will also review the dissemination plan.

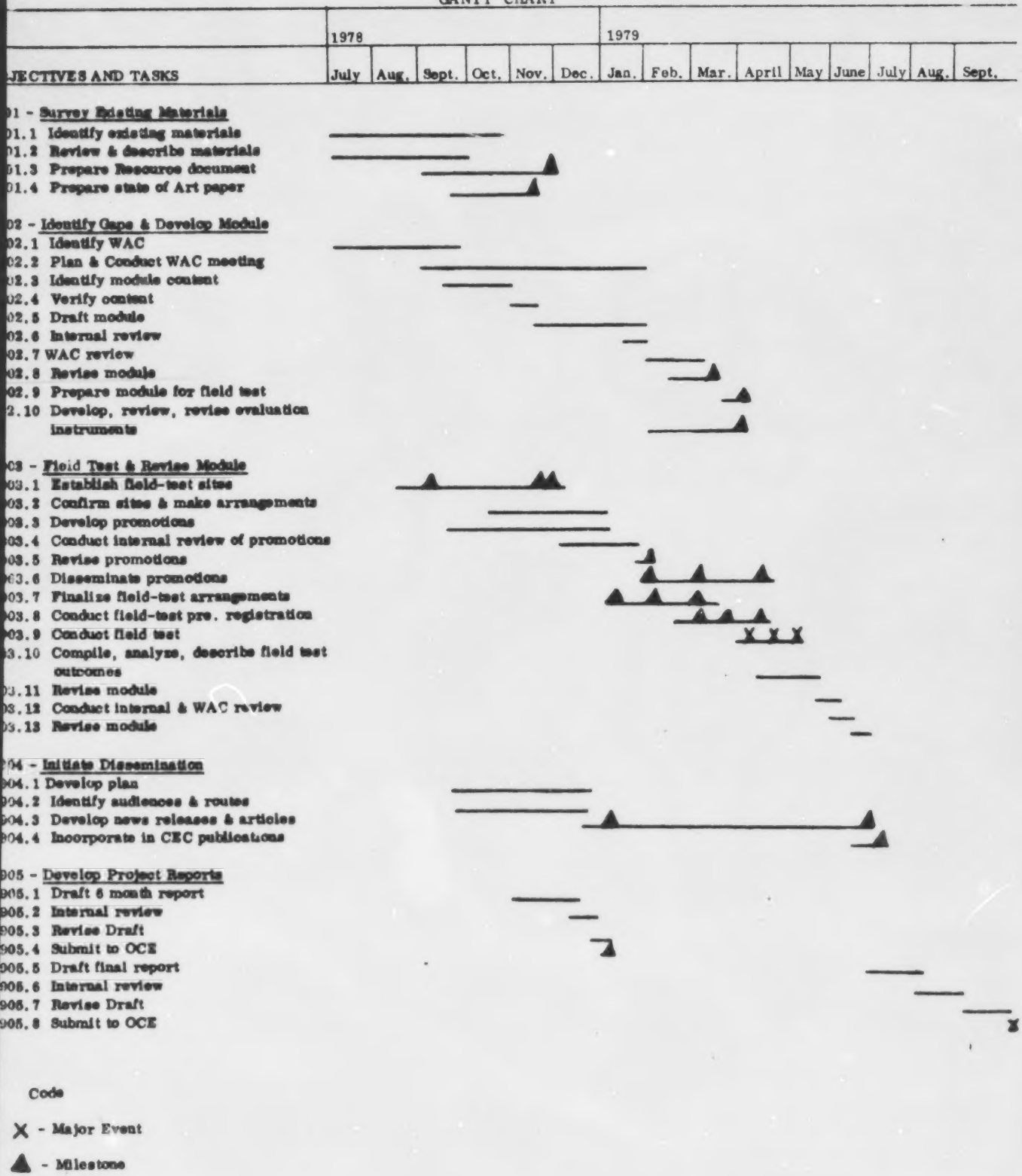
COMMUNICATION:

The training modules will be disseminated through CEC's network of publications, training, conference and information programs as described under Project Activities.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: Special and regular educators serving exceptional children.

GANTT CHART


1978
1979
JECTIVES AND TASKS
July
Aug.
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
Mar.
April
May
June
July
Aug.
Sept.
01 - Survey Existing Materials
01.1 Identify existing materials
01.2 Review & describe materials
01.3 Prepare Resource document
01.4 Prepare state of Art paper
02 - Identify Gaps & Develop Module
02.1 Identify WAC
02.2 Plan & Conduct WAC meeting
02.3 Identify module content
02.4 Verify content
02.5 Draft module
02.6 Internal review
02.7 WAC review
02.8 Revise module
02.9 Prepare module for field test
02.10 Develop, review, revise evaluation instruments
03 - Field Test & Revise Module
03.1 Establish field-test sites
03.2 Confirm sites & make arrangements
03.3 Develop promotions
03.4 Conduct internal review of promotions
03.5 Revise promotions
03.6 Disseminate promotions
03.7 Finalize field-test arrangements
03.8 Conduct field-test pre. registration
03.9 Conduct field test
03.10 Compile, analyze, describe field test outcomes
03.11 Revise module
03.12 Conduct internal & WAC review
03.13 Revise module
04 - Initiate Dissemination
04.1 Develop plan
04.2 Identify audiences & routes
04.3 Develop news releases & articles
04.4 Incorporate in CEC publications
05 - Develop Project Reports
05.1 Draft 6 month report
05.2 Internal review
05.3 Revise Draft
05.4 Submit to OCE
05.5 Draft final report
05.6 Internal review
05.7 Revise Draft
05.8 Submit to OCE
Code
X - Major Event
▲ - Milestone

WORK-BREAKDOWN STRUCTURE

(PD) Project Director; (PS) Program Specialist (Prim.) Primary; (Sec.) Secondary
Carole M. Johnson Michael Ward

Objective	Task	Responsibility	Completion Date
1901 - Survey existing materials	1901.1 Identify existing materials	(PS) Prim.; (PD) Sec.	10/8
	1901.2 Review and describe identified materials	Joint	10/27
	1901.3 Prepare resource document	(PD) Prim.; (PS) Sec.	11/1
	1901.4 Prepare state-of-the-art paper	(PD) Prim.; (PS) Sec.	11/15
1902 - Identify gaps and develop module	1902.1 Identify WAC	(PD) Prim.; (PS) Sec.	9/31
	1902.2 Plan and conduct WAC meeting	(PD) Prim.; (PS) Sec.	2/9
	1902.3 Identify module content	Joint	11/1
	1902.4 Verify content	Joint	11/8
	1902.5 Prepare draft module	Joint	2/1
	1902.6 Conduct internal review of draft module	(PD) Prim.; (PS) Sec.	1/24
	1902.7 Conduct WAC review of draft module	(PD) Prim.; (PS) Sec.	2/9
	1902.8 Revise draft	Joint	3/15
	1902.9 Prepare module for field test	(PS) Prim.; (PD) Sec.	3/29
	1902.10 Develop evaluation instruments	Joint	2/28
1903 - Field test module and revise	1903.1 Establish field test sites	(PD) Prim.; (PS) Sec.	11/30; 9/1; 11/30
	1903.2 Confirm sites and make arrangements	(PS) Prim.; (PD) Sec.	1/11
	1903.3 Develop promotional materials	(PS) Prim.; (PD) Sec.	1/15
	1903.4 Conduct internal review of promotional materials	(PS) Prim.; (PD) Sec.	1/22
	1903.5 Revise promotional materials	Joint	1/26
	1903.6 Disseminate promotional materials	(PS) Prim.; (PD) Sec.	5/8
	1903.7 Finalize field test arrangements	(PS) Prim.; (PD) Sec.	1/1; 2/1; 2/30
	1903.8 Conduct field test registration	(PS) Prim.; (PD) Sec.	3/22; 4/1; 4/12
	1903.9 Conduct field test	Joint	4/5; 4/23; 5/11

Work-Breakdown Structure, cont'd

Objective	Task	Responsibility	Completion Date
	1903.10 Compile, analyze, and describe field test results	(PD) Prim.; (PS) Sec.	5/18
	1903.11 Revise module based upon field test results	Joint	5/30
	1903.12 Conduct internal and WAC review of revised draft	(PD) Prim.; (PS) Sec.	6/13
	1903.13 Revise module	Joint	6/30
1904 - Initiate dissemination of module and other products	1904.1 Develop dissemination plan	(PD) Prim.; (PS) Sec.	12/14
	1904.2 Identify audiences and routes to them	(PS) Prim.; (PD) Sec.	12/14
	1904.3 Develop news releases, articles, etc.	Joint	1/1; 3/1; 6/30
	1904.4 Produce module and incorporate in CEC publications	(PD) Prim.; (PS) Sec.	6/30
1905 - Develop project reports	1905.1 Draft six-month report	(PD) Prim.; (PS) Sec.	12/11
	1905.2 Submit draft for internal review	(PD) Prim.; (PS) Sec.	12/14
	1905.3 Revise draft	(PD) Prim.; (PS) Sec.	12/20
	1905.4 Submit report to OCE	(PD) Prim.; (PS) Sec.	12/30
	1905.5 Draft final report	(PD) Prim.; (PS) Sec.	8/1
	1905.6 Submit draft for internal review	(PD) Prim.; (PS) Sec.	8/30
	1905.7 Revise draft	(PD) Prim.; (PS) Sec.	9/1
	1905.8 Submit final report to OCE	(PD) Prim.; (PS) Sec.	9/30

WORK-BREAKDOWN STRUCTURE

Carole M. Johnson

Objective	Task		Responsibility	Completion Date
1901 - Survey existing materials	1901.1	Identify existing materials	Secondary	10/8
	1901.2	Review and describe identified materials	Joint	10/27
	1901.3	Prepare resource document	Primary	11/1
	1901.4	Prepare state-of-the-art paper	Primary	11/15
1902 - Identify gaps and develop module	1902.1	Identify WAC	Primary	9/31
	1902.2	Plan and conduct WAC meeting	Primary	2/9
	1902.3	Identify module content	Joint	11/1
	1902.4	Verify content	Joint	11/8
	1902.5	Prepare draft module	Joint	2/1
	1902.6	Conduct internal review of draft module	Primary	1/24
	1902.7	Conduct WAC review of draft module	Primary	2/9
	1902.8	Revise draft	Joint	3/15
	1902.9	Prepare module for field test	Secondary	3/29
	1902.10	Develop evaluation instruments	Joint	2/28
1903 - Field test module and revise	1903.1	Establish field test sites	Primary	11/30; 9/1; 11/30
	1903.2	Confirm sites and make arrangements	Secondary	1/11
	1903.3	Develop promotional materials	Secondary	1/15
	1903.4	Conduct internal review of promotional materials	Secondary	1/22
	1903.5	Revise promotional materials	Joint	1/26
	1903.6	Disseminate promotional materials	Secondary	5/8
	1903.7	Finalize field test arrangements	Secondary	1/1; 2/1; 2/30
	1903.8	Conduct field test registration	Secondary	3/22; 4/1; 4/12
	1903.9	Conduct field test	Joint	4/5; 4/23; 5/11

Work-Breakdown Structure, cont'd

Objective	Task	Responsibility	Completion Date
	1903.10 Compile, analyze, and describe field test results	Primary	5/18
	1903.11 Revise module based upon field test results	Joint	5/30
	1903.12 Conduct internal and WAC review of revised draft	Primary	6/13
	1903.13 Revise module	Joint	6/30
1904 - Initiate dissemination of module and other products	1904.1 Develop dissemination plan	Primary	12/14
	1904.2 Identify audiences and routes to them	Secondary	12/14
	1904.3 Develop news releases, articles, etc.	Joint	1/1; 3/1; 6/30
	1904.4 Produce module and incorporate in CEC publications	Primary	6/30
1905 - Develop project reports	1905.1 Draft six-month report	Primary	12/11
	1905.2 Submit draft for internal review	Primary	12/14
	1905.3 Revise draft	Primary	12/20
	1905.4 Submit report to OCE	Primary	12/30
	1905.5 Draft final report	Primary	8/1
	1905.6 Submit draft for internal review	Primary	8/30
	1905.7 Revise draft	Primary	9/1
	1905.8 Submit final report to OCE	Primary	9/30

WORK-BREAKDOWN STRUCTURE

Michael Ward

Objective	Task	Responsibility	Completion Date
1901 - Survey existing materials	1901.1 Identify existing materials	Primary	10/8
	1901.2 Review and describe identified materials	Joint	10/27
	1901.3 Prepare resource document	Primary	11/1
	1901.4 Prepare state-of-the-art paper	Secondary	11/15
1902 - Identify gaps and develop module	1902.1 Identify WAC	Secondary	9/31
	1902.2 Plan and conduct WAC meeting	Secondary	2/9
	1902.3 Identify module content	Joint	11/1
	1902.4 Verify content	Joint	11/8
	1902.5 Prepare draft module	Joint	2/1
	1902.6 Conduct internal review of draft module	Secondary	1/24
	1902.7 Conduct WAC review of draft module	Secondary	2/9
	1902.8 Revise draft	Joint	3/15
	1902.9 Prepare module for field test	Primary	3/29
	1902.10 Develop evaluation instruments	Joint	2/28
1903 - Field test module and revise	1903.1 Establish field test sites	Secondary	11/30; 9/1; 11/30
	1903.2 Confirm sites and make arrangements	Primary	1/11
	1903.3 Develop promotional materials	Primary	1/15
	1903.4 Conduct internal review of promotional materials	Primary	1/22
	1903.5 Revise promotional materials	Joint	1/26
	1903.6 Disseminate promotional materials	Primary	5/8
	1903.7 Finalize field test arrangements	Primary	1/1; 2/1; 2/30
	1903.8 Conduct field test registration	Primary	3/22; 4/1; 4/12
	1903.9 Conduct field test	Joint	4/5; 4/23; 5/11

Work-Breakdown Structure, cont'd

Objective	Task		Responsibility	Completion Date
	1903.10	Compile, analyze, and describe field test results	Secondary	5/18
	1903.11	Revise module based upon field test results	Joint	5/30
	1903.12	Conduct internal and WAC review of revised draft	Secondary	6/13
	1903.13	Revise module	Joint	6/30
1904 - Initiate dissemination of module and other products	1904.1	Develop dissemination plan	Secondary	12/14
	1904.2	Identify audiences and routes to them	Primary	12/14
	1904.3	Develop news releases, articles, etc.	Joint	1/1; 3/1; 6/30
	1904.4	Produce module and incorporate in CEC publications	Secondary	6/30
1905 - Develop project reports	1905.1	Draft six-month report	Secondary	12/11
	1905.2	Submit draft for internal review	Secondary	12/14
	1905.3	Revise draft	Secondary	12/20
	1905.4	Submit report to OCE	Secondary	12/30
	1905.5	Draft final report	Secondary	8/1
	1905.6	Submit draft for internal review	Secondary	8/30
	1905.7	Revise draft	Secondary	9/1
	1905.8	Submit final report to OCE	Secondary	9/30

APPENDIX C

Dear

On July 1,1978 The Council for Exceptional Children was awarded a one-year grant by the U.S. Office of Education, Office of Career Education to conduct the project: Development of a Training Module to Assist Regular and Special Educators in the Design and Implementation of Career Education Programs for Exceptional Students. [1]

One activity of the project is to identify existing training materials designed to train regular and special educators in providing appropriate career education for exceptional students. This activity is being undertaken in order to determine what exists for educators in addressing the career education requirements of their exceptional students. As we begin to identify potential sources of information on such training programs, we are contacting the State Coordinators for Career Education for leads to programs fitting this description.

We know how very busy your schedule is. If, however, you could take a few minutes to list the names, addresses and telephone numbers of projects which have developed such materials, have previously developed such training materials, or the names, addresses and telephone numbers of other knowledgeable people who might be familiar with such materials, we would be very appreciative. It will greatly to assist us in the ultimate development of self-instructional training modules for regular and special educators in career education. A resource Form and a self-addressed, stamped envelope have been enclosed for your convenience.

1. The terms "exceptional students" include the gifted and talented as well as students identified in P.L. 94-142 (The Education for All Handicapped Children Act).

1920 ASSOCIATION DRIVE
RESTON, VIRGINIA 22091 (703) 620-3660

A profile of the project is enclosed for your information. Thank you, in advance, for your assistance. We look forward to hearing from you and are appreciative of your attention and cooperation,

Sincerely yours,

Carole M. Johnson
Project Director

Enclosures:
. Resource Form
. Return Envelope
. Project Profile

APPENDIX D

THE COUNCIL FOR EXCEPTIONAL CHILDREN

September 11, 1978

Dr. Ron Daugherty, Director
Northern Institute for Research, Training
and Development
P. O. Box 4-118
Anchorage, AK 99509

Dear Dr. Daugherty:

On July 1, 1978 The Council for Exceptional Children was awarded a one-year grant by the U.S. Office of Education, Office of Career Education, to conduct the project: Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students. Attached is a profile of this project.

You were referred to us by Mr. Gary R. Fuller, Director of Career Education in the Alaska Department of Education, as a possible source of information which might be extremely helpful to us. We would appreciate the opportunity to review any inservice training materials your program has developed in the area of working with exceptional students in career education.

We would greatly appreciate your sending us any relevant materials, and will be happy to return them to you at your request. If you have any questions concerning our project or this request, please call our toll-free number: 800-336-3728, ext. 269.

Thank you for your assistance.

Sincerely yours,

Carole M. Johnson
Project Director
Career Education

CMJ/jl

Enc.

1920 ASSOCIATION DRIVE
RESTON, VIRGINIA 22091 (703) 620-3660

APPENDIX E

STATE COORDINATORS OF CAREER EDUCATION

ALASKA
Gary R. Fuller
Director, Career Education
Department of Education
Pouch F
Juneau, Alaska 99811

ARIZONA
John Komar
Career and Vocational Education
State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

ARKANSAS
Emil Mackey
Supervisor, Career Education
State Education Building
Little Rock, Arkansas 72201

DELAWARE
Thomas K. Pledgie
State Supervisor
Exceptional Children/Special
Programs Division
Department of Public Instruction
Townsend Building
P. O. Box 1402
Dover, Delaware 19901

DISTRICT OF COLUMBIA
Otho E. Jones
Career Education Unit
Public Schools of the District
of Columbia
Presidential Building, Room 902
415 12th Street, N. W.
Washington, D. C. 20004

FLORIDA
Margaret Ferqueron
Coordinator, Career Education
Vocational Research and Evaluation
State Department of Education
Room 258, Knott Building
Tallahassee, Florida 32304

IDAHO
Leila Lewis
Consultant, Career Education
State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

ILLINOIS
Donna Martin
Career Education Specialist
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

KANSAS
Wilbur Rawson
Career Education Coordinator
State Department of Education
120 East 10th Street
Topeka, Kansas 66612

LOUISIANA
Joseph Williams
Director, Career Education
State Department of Education
P. O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804

MARYLAND
E. Niel Carey
Career Education Unit
State Department of Education
Box 8717
Baltimore, Maryland 21240

MASSACHUSETTS
Charles Brovelli
State Coordinator for Career Education
Division of Occupational Education
State Department of Education
31 St. James Street
Boston, Massachusetts 02116

State Coordinators, cont'd

MONTANA
G. Patrick Feeley
Career Education Coordinator
Office of the Superintendent of
Public Instruction
State Capitol
Helena, Montana 59601

NEVADA
Myrna Macdonald
Career Education
State Department of Education
Carson City, Nevada 89701

NEW HAMPSHIRE
Kathryn Diggs
Coordinator, Career Education
State Department of Education
400 State House Annex
Concord, New Hampshire 03301

NEW YORK
Vivienne Anderson
State Education Department
99 Washington Avenue
Albany, New York 12234

NORTH CAROLINA
James E. Conner
Office of Career Education
State Department of Public Instruction
Raleigh, North Carolina 27611

NORTH DAKOTA
David Massey
State Coordinator, Career Education
State Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505

OHIO
Jack D. Ford
Career Development Service
State Department of Education
Room 903, State Department Building
Columbus, Ohio 43215

OKLAHOMA
Janelle Kirby
Career Education Coordinator
Guidance Services
State Department of Education
Oklahoma City, Oklahoma 73105

OREGON
Dan Grimes
State Department of Education
942 S. Lancaster Drive, N. E.
Salem, Oregon 97310

PUERTO RICO
Gloria Bermudez de Miranda
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico

SOUTH CAROLINA
Ellen T. Hayden
State Department of Education
906 B Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

SOUTH DAKOTA
Janet Shelver
Career Education Director
Division of Elementary and
Secondary Education
State Department of Education
State Office Building #3
Pierre, South Dakota 57501

TENNESSEE
Paul H. Holmes
309 11th Avenue
Smyrna, Tennessee 37167

UTAH
R. Lynn Jensen
Coordinator, Career Education Program
State Board of Education
250 East 5th South Street
Salt Lake City, Utah 84111

State Coordinators, cont'd

WISCONSIN
Robert Meyer
Career Education Supervisor
State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

VIRGIN ISLANDS
Delta Dorsch
Coordinator, Career Education
Department of Education
Division of Vocational Education
P. O. Box I, Christiansted
St. Croix, Virgin Islands 00820

REGIONAL RESOURCE CENTERS

Mideast Regional Resource Center
Mona Wahrman, Program Assistant
George Washington University
1901 Pennsylvania Avenue, N.W.
Suite 505
Washington, D. C. 20006

Northwest Regional Resource Center
Caroline Moore, Diffusion Strategist
Clinical Service Building
1590 Willamette Street
University of Oregon
Eugene, Oregon 97401

Ohio Regional Resource Center
Thomas Fisher, Director
Ohio State Department of Education
933 High Street
Worthington, Ohio 43085

Pennsylvania Regional Resource Center
James B. Duffey, Director
Pennsylvania State Department of Education
443 South Gulph Road
King of Prussia, Pennsylvania 19406

DIRECTION SERVICE CENTERS

Delaware Direction Service
Adam W. Fisher, Project Director
Delaware Department of Public Instruction
Townsend Building
Dover, Delaware 19901

Maryland Direction Service
Consuelo Anderson, Specialist
in Curriculum and Materials
Maryland State Department of Education
Box 8717
Baltimore, Maryland 21240

1. Western Maryland Direction Service Center
   Alexander Weinstein, Director
   Frostburg State College
   Frostburg, Maryland 21532

2. Central Maryland Direction Service Center
   Gail Nachman, Director
   Room 1126, County Office Building
   Upper Marlboro, Maryland 20870

Mid-West Direction Service
Alan R. Pearlman, Project Coordinator
Drake University
1332 26th Street
Des Moines, Iowa 50311

North Georgia Direction Service
Leigh Boyles, Project Director
#5 Westside Square
Ellijay, Georgia 30540

Northwest Coordination Office for Direction Service
Richard Zeller, Project Director
1590 Willamette Street
Eugene, Oregon 97401

1. Portland Public Schools
   King Neighborhood Facility
   Diana Devers, Director
   4815 N. E. 7th Street
   Portland, Oregon 97211

Western Los Angeles Direction Service
Thomas Justice, Project Director
University of Southern California
600 South Commonwealth Avenue
Suite 1304
Los Angeles, California 90005

RECOMMENDED RESOURCES

Advisory Council for Technical-Vocational Education in Texas
P. O. Box 1886
Austin, Texas 78767

Larry Bailey
Career Education
Southern Illinois University
Carbondale, Illinois 62901

Neal H. Berger, Director
Project SCI-PHI
Thomas County Schools
P. O. Box 440
Thomasville, Georgia 31792

Roy Beziat
Assistant Director
Center of Rehabilitation and Manpower Services
University of Maryland
College Park, Maryland 20740

Bertram J. Black
Director and Professor of Psychiatry
Bronx Psychiatric Center
1500 Waters Place
Bronx, New York 10461

Joseph Blatt
Associate Director
Workshop on Children's Awareness
American Institutes for Research
22 Hilliard Street
Cambridge, Massachusetts 02138

Raymond R. Blixt
Martin de Porres School, Inc.
136-25 218th Street
Springfield Gardens
Queens, New York 11413

Joe Bocke
Director of Special Education
Quincy Public Schools
640 Jersey Street
Quincy, Illinois 62301

Jess H. Brown
Placement Coordinator
Van Gilder School
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APPENDIX F

CATALOGING SYSTEM FOR RESOURCE MATERIALS

Audience Applicability:

Purple label:	Special educators' training materials
Yellow label:	Regular educators' training materials
Blue label:	Both

Instructional Level:

01.00	Level not specified
02.00	Elementary level
03.00	Intermediate (junior high) level
04.00	Academic secondary level
05.00	Vocational secondary level
06.00	Combination

Potential Function:

00.01	Teachers' career awareness activities
00.02	Teachers' skill development to conduct career education
00.03	Teachers' career awareness activities with exceptional students
00.04	Teachers' skill development to conduct career education with exceptional students
00.05	Combinations

Applicable Area of Exceptionality:

00	Specific exceptionality not addressed
MR	Mental retardation
SED	Severe emotional disturbance
SLD	Specific learning disability
D	Deaf
HH	Hard of hearing
VH	Visually handicapped (includes blind)
DB	Deaf-blind
OHI	Other health impaired
OI	Orthopedically impaired
MH	Multiply handicapped
SI	Speech impaired
G/T	Gifted/talented
GEN.	General or combination

Files for:
Module Development Process
Evaluation Process
Dissemination Process
General Career Education for Exceptional Individuals - Background

APPENDIX G

Sample Sections from

Expanding Work Options for Exceptional Students

(A Self-Instructional Manual)

Career education is for everyone. When applied in school programs, career education can assist all students in achieving their potential as workers, learners, social beings, and as persons. As learners grow and develop, they are aided through career education in understanding and acquiring the skills needed in both their current and future life roles. This self-instructional manual is designed to assist you, as regular and special educators, in providing meaningful and appropriate career education experiences for exceptional youngsters. The manual is divided into three interrelated sections. Each section contains introductory comments and learner objectives.

Manual content

Section 1, FUNDAMENTALS OF CAREER EDUCATION, provides an overview of the concept of career education, its theoretical foundations, definitions, differences in terms of educational programs, its phases, and its elements and outcomes. At the end of Section 1 a list of references and suggested readings is provided. As you proceed through Section 1 you will encounter several lesson plans. Model lesson plans are given, and you will complete several others. These lesson plans will form an important component of the culminating activity in the manual--the development of a Class Planning Guide.

Section 2, CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS, is designed to assist you in acquiring greater understanding of who exceptional individuals are, how exceptionalities may impact upon career development, and how career education can assist exceptional students in their career development processes. In Section 2 you will be given an opportunity to modify to a certain degree

the lesson plans you have developed in Section 1 for persons with various types of exceptionalities. As in Section 1, references and suggested readings are given at the end of Section 2.

Section 3, IMPLEMENTING CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS, assists you in bringing together the various components involved in providing career education to exceptional individuals. In this section you will learn more about Individualized Education Programs, identifying and using available resources, some approaches to customizing instruction in reading and mathematics, and approaches for making learning experiences in the classroom active rather than passive. As with the other sections, Section 3 contains a list of references and suggested readings. At the end of Section 3 you will develop a Class Planning Guide that will bring together everything you have encountered in Sections 1, 2, and 3.

On page xi of this Introduction is a sample of the Class Planning Guide. Note that there are five major components to this guide. Each component is derived from the information and activities encountered throughout the manual. You will want to attend to each of these components as you proceed through the manual. The various components of the Class Planning Guide are derived from the following parts of this manual:

1. Unit or lesson title, instructional objectives, career concepts, criterion reference measures
   - Lesson plan . . . . . Section 1
2. Instructional activities
   - Lesson plan . . . . . Section 1
   - Ten Approaches to Active Learning . . . . . Section 3

- Resources Checklist . . . . . Section 3
- Collaboration Matrix . . . . . Section 3

3. Materials and resources
   - Lesson plan . . . . . Section 1
   - Resources Checklist . . . . . Section 3
   - Collaboration Matrix . . . . . Section 3
4. Evaluation
   - Lesson plan . . . . . Section 1
5. Customizations
   - IEPs . . . . . Section 3
   - Instructional Techniques . . . . . Section 2
   - Resources Checklist . . . . . Section 3
   - Ten Ways to Customize Reading and Mathematics Section 3
   - Ten Approaches to Active Learning . . . . . Section 3

Special features

In order to make this self-instructional manual meaningful to you, several techniques have been used. These techniques have been designed to make learning about career education for exceptional individuals an active process rather than a passive one.

The first technique employed is referred to as marginal gloss. It involves the placement of questions related to specific sections of the narrative in the right margin of the text.

Since these questions require the reader to identify, analyze, interpret, and/or synthesize information in the narrative, they aid comprehension and internalization of significant concepts. You should respond to these questions as you proceed through the manual. You may write your responses in the space provided beneath each question.

Second, special suggestions and directions for activities have been placed in boxes to aid you in locating specific information.

Third, numerous interrelated activities have been included in each section of the manual. These activities require you to apply specific information about career education and exceptional learners to practical situations. These activities, when taken together, should aid you in providing career education experiences for your exceptional students.

Providing career education experiences for your students offers you an opportunity to demonstrate clearly to them that what you have to teach them is of value and has meaning to their present and future lives. We hope that as you proceed through this manual you will exercise your creativity in designing meaningful career education experiences for your students.

* * *

Some of you will have had more experience than others with either career education or with exceptional learners. Therefore you should proceed more rapidly through those sections of the manual with which you have extensive experience. Furthermore, since this manual is intended as introductory to the concept of career education for exceptional learners, those experienced in career education and/or special education are referred to the suggested readings contained in each section of the manual for more in-depth discussion of the topics presented.

CLASS PLANNING GUIDE

A. Unit or Lesson

B. Instructional Objectives

#1: Lesson Plan

C. Career Concepts

D. Criterion Reference Measure (if applicable)

E. Instructional Activities (sequenced)

#2: Lesson Plan

10 Approaches to Active Learning

Resources Checklist

Collaboration Matrix

F. Materials and Resources

#3: Lesson Plan

Resources Checklist

Collaboration Matrix

G. Evaluation

#4: Lesson Plan

Customizations

Student X Student Y Student Z

#5: IEPs

Instructional Techniques

Resources Checklist

10 Ways to Customize Reading and Mathematics Materials

10 Approaches to Active Learning

APPENDIX H

Facilitators Guidelines

Pretest

Posttest

PARTICIPANT INFORMATION FORM

and

PRETEST

CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

March, 1979

ID#_____

PART I: PARTICIPANT INFORMATION

Please respond to all of the following questions by writing your answers on the lines provided or writing the number of the appropriate response in the space provided in the right margin.

1. In what state do you work? 1. _____

2. What is your current professional position? 2. _____

   1. Elementary Special Education Teacher
   2. Secondary Special Education Teacher
   3. Special Education Supervisor
   4. Special Education Curriculum Specialist

   5. General Elementary Teacher
   6. General Secondary Teacher
   7. General Education Supervisor
   8. General Education Curriculum Specialist

   9. Vocational Education Teacher
   10. Vocational Education Supervisor
   11. Vocational Education Curriculum Specialist

   12. Counselor
   13. Administrator
   14. Other (specify) _____

3. How many years and/or months have you held this position? 3. _____

4. Have you had teaching experience? 4. _____

   1. yes
   2. no

5. If your answer to #4 was yes, which of the following best describes your teaching experience? 5. _____

   1. Elementary Special Education
   2. Secondary Special Education
   3. Elementary and Secondary Special Education
   4. General Elementary Education
   5. General Secondary Education
   6. General Elementary and Secondary Education
   7. Secondary Vocational or Prevocational Education

6. Do you consider yourself a special educator of exceptional children or a regular educator? 6. _____

   1. Special
   2. Regular
   3. Both

7. With which of the following areas of exceptionality do you feel you have had the most professional contact? 7. _____

1. Hard of hearing
2. Deaf
3. Deaf-Blind
4. Mentally retarded
5. Multiply handicapped
6. Orthopedically impaired
7. Other health impaired
8. Seriously emotionally disturbed
9. Specific learning disability
10. Speech impaired
11. Visually handicapped
12. Gifted and talented
13. None

8. How much college or university course work in special education for exceptional students have you had? 8. _____

1. None
2. One course
3. Two courses
4. Three courses
5. Four or more courses

9. Have you had experience teaching exceptional children in the regular classroom? 9. _____

1. yes
2. no

10. Have you participated in any inservice programs concerning the education of exceptional children? 10. _____

1. yes
2. no

11. Have you participated in any inservice programs concerning career education? 11. _____

1. yes
2. no

12. How much experience have you had in providing career education experiences for exceptional learners? 12. _____

1. None
2. Very little
3. Some
4. A great deal
5. Not sure

13. Does your state have a Career Education Coordinator? 13. _____

1. yes
2. no
3. don't know

14. Does your school district have one or more Career Education Coordinators? 14. _____

1. yes
2. no
3. don't know

15. Does your school district have a local plan for implementing career education? 15. _____

PART II: PRETEST

Please respond to all of the following questions by writing the letter which corresponds to the answer you select in the space provided in the right margin.

1. The process which relates to an individual's interactions with the world of work is called

   a. career infusion
   b. career education
   c. career development
   d. career exploration

   1. _____

2. The first stage of Ginzberg's theory of vocational development is called

   a. growth
   b. primary
   c. fantasy
   d. tentative

   2. _____

3. Bill, a ninth grader, was until recently intent on becoming a law enforcement officer. Now, however, he has announced to his parents and peers that he wants to be an astronaut. He has read accounts of the moon landing and wants to visit the Kennedy Space Center this summer. According to Super's theory, Bill is in the _____ stage of career development.

   a. growth
   b. exploration
   c. tentative
   d. establishment

   3. _____

4. _____ is a central part of Super's theory, and is seen as a critical factor in career development.

   a. self-concept
   b. career infusion
   c. work preparation
   c. social environment

   4. _____

5. Cheryl, a high school junior, works part-time as an assistant to a veterinarian. She helps examine the animals brought in on Saturdays, and helps feed and care for those who are boarded over the weekend. Cheryl is in the _____ stage of career development, according to Super's theory.

   a. growth
   b. exploration
   c. establishment
   d. maintenance

   5. _____

6. Students frequently begin to be involved in work experiences during the _____ phase of career education.

   a. planning
   b. decision-making
   c. exploration
   d. establishment

   6. _____

7. Career education emphasizes the total person and his/her adjustment in work and

   a. daily living
   b. career choice
   c. education
   d. learning

7. _____

8. The stages of career development identified by both Ginzberg and Super may best be characterized as

   a. flexible
   b. fixed
   c. chronological
   d. realistic

8. _____

9. Which of the following is NOT a common emphasis of the most prominent definitions of career education?

   a. community involvement
   b. adult living
   c. curriculum design
   d. developmental processes

9. _____

10. Ginzberg and Super both recognize the importance of

   a. career education
   b. daily living
   c. handicapping conditions
   d. individual differences

10. _____

11. Which of the following is NOT one of the four phases of career education?

   a. awareness
   b. exploration
   c. establishment
   d. orientation

11. _____

12. A student enrolled in a computer programming course is in the _____ phase of career education.

   a. preparation
   b. decision-making
   c. orientation
   d. establishment

12. _____

13. Career education _____ career development.

   a. explores
   b. facilitates
   c. simplifies
   d. redefines

13. _____

14. The intimate relationship between education and _____ has been more fully recognized in recent years, and has spurred the career education movement.

   a. work
   b. citizenship
   c. lifestyles
   d. self-concept

14. _____

15. Joyce has been working as a graphic artist for Williams Brothers, Inc., for almost seven years. The company just hired an assistant, whom she now supervises. Joyce likes the company, but is somewhat bored with the amount of time she spends preparing charts and graphs for company meetings. She discusses with the company president the idea of altering her job description to increase time spent on layout for journal advertising, which she finds interesting and challenging. According to Super's theory, Joyce is in the _____ stage of career development.

a. growth
b. exploration
c. establishment
d. maintenance

15. _____

16. Career education should be integrated into the curriculum in all _____ programs.

a. regular education
b. special education
c. vocational education
d. a & b
e. a, b, & c

16. _____

17. In order to meet the definitional standards established under the provisions of P.L. 94-142, a child with a disability must be identified as handicapped and must also require _____ in order to achieve his or her fullest potential in the school setting.

a. an Individualized Education Program
b. special education and related services
c. a psychological evaluation
d. community support systems

17. _____

18. Hearing aids make sounds _____.

a. clearer
b. louder
c. deeper
d. a & b
e. a, b, & c

18. _____

19. Orthopedically and other health impaired children may have spent periods of confinement in hospitals or home which result in _____ delays.

a. developmental
b. educational
c. physiological
d. environmental

19. _____

20. Career development may not _____ for exceptional individuals.

a. occur
b. proceed smoothly
c. result in employment
d. progress

20. _____

21. All of the following factors EXCEPT _____ affect the career development of handicapped individuals.

a. expectations of others
b. degree of severity
c. language development
d. test evaluations

21. _____

22. Stereotyping seriously affects

a. disabilities
b. language development
c. self-concept
d. a & b
e. a, b, & c

22. _____

23. The effect of hearing impairments on career development may be particularly acute because of the critical relationship between _____ and learning.

a. speech
b. language
c. sound
d. perception

23. _____

24. Individuals who are mentally retarded tend to learn less efficiently through strategies which require

a. dexterity
b. cognition
c. inference
d. choice

24. _____

25. In talking with a learner who has _____, you would stand near him or her with your back away from strong light.

a. mental retardation
b. a visual impairment
c. a hearing impairment
d. a learning disability

25. _____

26. Refusal to try new experiences or tasks and/or denial that assistance is needed indicates

a. low general intellectual functioning
b. poor physical development
c. presence of a failure set
d. developmental delays

26. _____

27. When a disability is acquired after birth through illness or accident, it is said to be

a. congenital
b. adventitious
c. ameliorated
d. serendipitous

27. _____

28. As compared to nonhandicapped learners, the career development of orthopedically handicapped youngsters proceeds

a. similarly
b. slower
c. differently
d. rapidly

28. _____

29. In terms of general intellectual functioning, mentally retarded individuals experience

a. developmental delays
b. persistent failure
c. limited retention
d. hereditary deficits

29. _____

30. Which of the following is NOT one of the categories of disability or handicap recognized by P.L. 94-142?

a. learning disabled
b. speech impaired
c. socially maladjusted
d. multiply handicapped

30. _____

31. Assessing the child's tolerance for attending to difficult or fairly lengthy activities and tasks is <u>particularly</u> important for those who have

a. learning disabilities
b. behavioral disorders
c. hearing impairments
d. a & b
e. a, b, & c

31. _____

32. When discussing career options with a gifted/talented youngster, advanced professional achievement should always be _____.

a. expected
b. encouraged
c. explored
d. facilitated

32. _____

33. Insufficient _____ significantly affect(s) the career development of seriously emotionally disturbed youngsters.

a. cognitive development
b. neurological functioning
c. learning capacities
d. life experiences

33. _____

34. Gifted/talented students may underachieve if their exceptionality is _____ perceived by significant others.

a. negatively
b. realistically
c. genuinely
d. passively

34. _____

35. Children identified as learning disabled or behaviorally disordered have _____ intellectual functioning.

a. inconsistent
b. subaverage
c. unstable
d. normal

35. ____

36. Gifted/talented youngsters may also be

a. severely handicapped
b. educationally disadvantaged
c. both
d. neither

36. ____

37. All children identified as handicapped in the school setting must have

a. an Individualized Education Program
b. significant intellectual deficits
c. a comprehensive medical examination
d. demonstrated potential for progress

37. ____

38. _____ is a process essential to providing career education experiences, which involves knowledge of one's community, commitment, planning, and implementation.

a. counseling
b. accountability
c. collaboration
d. utilization

38. ____

39. IEPs are required for every exceptional student EXCEPT

a. health impaired
b. deaf/blind
c. learning disabled
d. gifted/talented

39. ____

40. Customization techniques are used with

a. instructional materials
b. the IEP
c. evaluation procedures
d. equipment

40. ____

41. The Individualized Education Program (IEP) is

a. a management tool
b. a lesson plan
c. a legislative act
d. a & b

41. ____

42. Which of the following are used in customizing?

a. boxes
b. bullets
c. pinwheels
d. a & b
e. b & c

42. ____

43. Each IEP is required to include a statement of all BUT which one of the following?

a. date of initiation of services
b. type of exceptionality
c. short-term objectives
d. evaluation procedures

43. _____

44. When students participate in a situation which attempts to model a portion of reality, they are engaging in

a. roleplaying
b. simulation
c. demonstration
d. modeling

44. _____

45. The IEP must be re-evaluated at least

a. once
b. twice
c. semi-annually
d. annually

45. _____

46. To customize means to

a. design
b. rewrite
c. enhance
d. develop

46. _____

47. Which of the following are included in class planning guides?

a. lesson plans
b. customizations
c. short-term objectives
d. a & c
e. a & b

47. _____

48. George, an eighth grader, has difficulty identifying key concepts in a given chapter of his history text. Which of the following techniques would be most helpful to him?

a. illustration
b. masking
c. grouping
d. tabbing

48. _____

49. Some children with disabilities are not designated as handicapped in the school setting because

a. they are already placed in self-contained settings
b. they can succeed in regular school programs
c. they are also recognized as gifted/talented
d. they are unable to be accommodated in any school program.

49. _____

50. Interviews, projects, and demonstrations are all examples of

a. active learning
b. class planning guides
c. organized instruction
d. collaboration techniques

50. _____

POSTTEST

CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

March, 1979

6033

POSTTEST

Please respond to all of the following questions by writing the letter which corresponds to the answer you select in the space provided in the right margin.

1. Career education _____ career development.

   a. explores
   b. facilitates
   c. simplifies
   d. redefines

   1. B

2. As a project for his social studies class, Fred is shadowing the manager of a local supermarket. This is his first direct experience observing workers in the community. Fred is in the _____ phase of career education.

   a. planning
   b. establishment
   c. decision-making
   d. exploration

   2. D

3. The stages of career development identified by both Ginzberg and Super may best be characterized as

   a. flexible
   b. fixed
   c. chronological
   d. realistic

   3. A

4. Which of the following is NOT a common emphasis of the most prominent definitions of career education?

   a. community involvement
   b. adult living
   c. curriculum design
   d. developmental processes

   4. C

5. Anne's guidance counselor is assisting her in obtaining information about college programs in horticulture, as well as in defining her career options in that field. Anne is in the _____ phase of career education.

   a. decision-making
   b. preparation
   c. establishment
   d. orientation

   5. A

6. Ginzberg and Super both recognize the importance of _____.

   a. career education
   b. daily living
   c. handicapping conditions
   d. individual differences

   6. D

7. The process which relates to an individual's interactions with the world of work is called

   a. career infusion
   b. career education
   c. career development
   d. career exploration

   7. D

8. Which of the following is NOT one of the four phases of career education?

a. awareness
b. exploration
c. establishment
d. orientation

8. D

9. The first stage of Ginzberg's theory of vocational development is called

a. growth
b. primary
c. fantasy
d. tentative

9. C

10. Bill, a ninth grader, was until recently intent on becoming a law enforcement officer. Now, however, he has announced to his parents and peers that he wants to be an astronaut. He has read accounts of the moon landing and wants to visit the Kennedy Space Center this summer. According to Super's theory, Bill is in the _____ stage of career development.

a. growth
b. exploration
c. tentative
d. establishment

10. A

11. Career education emphasizes the total person and his/her adjustment in work and

a. daily l ving
b. career cnoice
c. education
d. learning

11. C

12. The intimate relationship between education and _____ has been more fully recognized in recent years, and has spurred the career education movement.

a. work
b. citizenship
c. lifestyles
d. self-concept

12. A

13. _____ is a central part of Super's theory, and is seen as a critical factor in career development.

a. self-concept
b. career infusion
c. work preparation
d. social environment

13. B

14. John, a junior college student, works part-time as a sales clerk in a clothing department. He is interested in fashion design. John is in the _____ stage of career development, according to Super's theory.

a. growth
b. exploration
c. maintenance
d. establishment

14. D

15. Joyce has been working as a graphic artist for Williams Brothers, Inc., for almost seven years. The company just hired an assistant, whom she now supervises. Joyce likes the company, but is somewhat bored with the amount of time she spends preparing charts and graphs for company meetings. She discusses with the company president the idea of altering her job description to increase time spent on layout for journal advertising, which she finds interesting and challenging. According to Super's theory, Joyce is in the _____ stage of career development.

a. growth
b. exploration
c. establishment
d. maintenance

15. D

16. Career education should be integrated into the curriculum in all _____ programs.

a. regular education
b. special education
c. vocational education
d. a & b
e. a, b, & c

16. E

17. Career development may not _____ for exceptional individuals.

a. occur
b. proceed smoothly
c. result in employment
d. progress

17. B

18. Mei Lei has been in and out of the hospital frequently in the past five years. She is 12 years old. These periods of confinement may result in _____ delays.

a. developmental
b. educational
c. physiological
d. environmental

18. B

19. Hearing aids make sounds _____.

a. clearer
b. louder
c. deeper
d. a & b
e. a, b, & c

19. B

20. Alice is 12. Despite her high intellectual ability, she is performing below grade level. A contributing factor may be that her giftedness is _____ perceived by significant others.

a. negatively
b. realistically
c. genuinely
d. passively

20. A

21. In order to meet the definitional standards established under the provisions of P.L. 94-142, a child with a disability must be identified as handicapped and must also require _____ in order to achieve his or her fullest potential in the school setting.

a. an Individualized Education Program
b. special education and related services
c. a psychological evaluation
d. community support systems

21. B

22. Stereotyping seriously affects

a. disabilities
b. language development
c. self-concept
d. a & b
e. a, b, & c

22. D

23. The effect of hearing impairments on career development may be particularly acute because of the critical relationship between _____ and learning.

a. speech
b. language
c. sound
d. perception

23. A

24. Phyllis has learned how to alphabetize lists of words by first and second letter. Her social studies teacher has given the class an assignment to locate the phone numbers of 20 individuals. Phyllis is having difficulty using the telephone directory because the task requires

a. dexterity
b. cognition
c. inference
d. choice

24. B

25. All of the following factors EXCEPT _____ affect the career development of handicapped individuals.

a. expectations of others
b. degree of severity
c. language development
d. test evaluations

25. D

26. You want to talk with George, a hearing impaired student, about an assignment. It is a sunny day. He is sitting with the window to his right side. Where should you stand while talking with him?

a. to the left of him
b. to the right of him
c. in back of him
d. in front of him

26. B

27. When a disability is acquired after birth through illness or accident, it is said to be

a. congenital
b. adventitious
c. ameliorated
d. serendipitous

27. B

28. Joan is having difficulty learning to make change. She can identify 1¢, 5¢, 10¢, 25¢, and 50¢ when she sees the coins in isolation, but gets confused when she has to add coins of different denominations. What can you do to help her?

a. give her 25 coin equivalency problems
b. have her match coins and pictures
c. have her match individual coin equivalents
d. perform 5 classroom demonstrations in making change

28. C

29. Which of the following is NOT one of the categories of disability or handicap recognized by P.L. 94-142?

a. learning disabled
b. speech impaired
c. socially maladjusted
d. multiply handicapped

29. C

30. As compared to nonhandicapped learners, the career development of orthopedically handicapped youngsters proceeds

a. similarly
b. slower
c. differently
d. rapidly

30. A

31. Refusal to try new experiences or tasks and/or denial that assistance is needed indicates

a. low general intellectual functioning
b. poor physical development
c. presence of a failure set
d. developmental delays

31. C

32. Mary, a gifted learner, is enrolled in an automechanics course. Her instructor should encourage her to

a. recognize differences in physical tolerance
b. consider a professional career
c. divide tasks into smaller steps
d. use divergent thinking

32. D

33. Children identified as learning disabled or behaviorally disordered have _____ intellectual functioning.

a. inconsistent
b. subaverage
c. unstable
d. normal

33. D

34. Assessing the child's tolerance for attending to difficult or fairly lengthy activities and tasks is particularly important for those who have

a. learning disabilities
b. behavioral disorders
c. hearing impairments
d. a & b
e. a, b, & c

34. D

35. Gifted/talented youngsters may also be

a. severely handicapped
b. educationally disadvantaged
c. both
d. neither

35. B

36. Insufficient _____ significantly affect(s) the career development of seriously emotionally disturbed youngsters.

a. cognitive development
b. neurological functioning
c. learning capacities
d. life experiences

36. D

37. The Individualized Education Program (IEP) is

a. a management tool
b. a lesson plan
c. a legislative act
d. a & b

37. A

38. Interviews, projects, and demonstrations are all examples of

a. active learning
b. class planning guides
c. organized instruction
d. collaboration techniques

38. D

39. Each IEP is required to include a statement of all BUT which of the following?

a. date of initiation of services
b. type of exceptionality
c. short-term objectives
d. evaluation procedures

39. B

40. When students participate in a situation which attempts to model a portion of reality, they are engaging in

a. roleplaying
b. simulation
c. demonstration
d. modeling

40. B

41. IEPs are required for every exceptional student EXCEPT

a. health impaired
b. deaf/blind
c. learning disabled
d. gifted/talented

41. D

42. Some children with disabilities are not designated as handicapped in the school setting because

a. they are already placed in self-contained settings
b. they can succeed in regular school programs
c. they are also recognized as gifted/talented
d. they are unable to be accommodated in any school program

42. B

43. Knowledge of one's community, commitment, planning, and implementation are involved in _____, a process essential to providing career education experiences.

a. counseling
b. accountability
c. collaboration
d. utilization

43. C

44. To customize means to

a. design
b. rewrite
c. enhance
d. develop

44. C

45. Customization techniques are used with

a. instructional materials
b. the IEP
c. evaluation procedures
d. equipment

45. B

46. Which of the following are used in customizing?

a. boxes
b. bullets
c. pinwheels
d. a & b
e. b & c

46. D

47. Which of the following are included in a class planning guide?

a. lesson plans
b. customizations
c. short-term objectives
d. a & c
e. a & b

47. E

48. The IEP must be re-evaluated at least

a. once
b. twice
c. semi-annually
d. annually

48. D

49. George, an eighth grader, has difficulty identifying key concepts in a given chapter of his history text. Which of the following techniques would be most helpful to him?

a. illustration
b. masking
c. grouping
d. tabbing

49. D

50. All children identified as handicapped in the school setting must have

a. an Individualized Education Program
b. significant intellectual deficits
c. a comprehensive medical examination
d. demonstrated potential for progress

50. A

APPENDIX I

Dallas Field Test

Participant Information

The states from which these participants came are identified below (one participant did not respond to state designation).

California	(3 persons)	Minnesota	(1 person)
Colorado	(5 ")	Missouri	(2 ")
Connecticut	(1 ")	New Jersey	(1 ")
Florida	(2 ")	New York	(3 ")
Illinois	(3 ")	Nevada	(1 ")
Iowa	(2 ")	Ohio	(2 ")
Kansas	(2 ")	Oklahoma	(1 ")
Louisiana	(3 ")	Pennsylvania	(4 ")
Maine	(1 ")	South Carolina	(1 ")
Maryland	(4 ")	Texas	(8 ")
Massachusetts	(2 ")	Wyoming	(1 ")
Michigan	(3 ")		

The following information was supplied by participants on the Participant Information Form (refer to Appendix).

What is your current professional position?

1.	Elementary Special Education Teacher	1
2.	Secondary Special Education Teacher	14
3.	Special Education Supervisor	7
4.	Special Education Curriculum Specialist	3
5.	General Elementary Teacher	0
6.	General Secondary Teacher	0
7.	General Education Supervisor	0
8.	General Education Curriculum Specialist	0
9.	Vocational Education Teacher	0
10.	Vocational Education Supervisor	0
11.	Vocational Education Curriculum Specialist	0
12.	Counselor	1
13.	Administrator	8
14.	Other (specify)*	23

How many years and/or months have you held this position?

Range .5 to 24 years

Have you had teaching experience?

1.	yes	55
2.	no	3

*Career Education Consultant	1	Consultant (unspecified)	1
Work Study Coordinator	5	Teacher Educator	4
Vocational Special Educator	1	Career Education Resource Teacher	1
Psychologist	1	Special Education Instructional Consultant	1
Learning Disabilities Clinician	1	Teacher Inservice Consultant	1
Graduate Student	2	Unspecified	3
Bilingual Vocational/Career Education Consultant	1		

If your answer to #4 was yes, which of the following best describes your teaching experience?

1.	No Response	2
2.	Elementary Special Education	7
3.	Secondary Special Education	12
4.	Elementary and Secondary Special Education	14
5.	General Elementary Education	3
6.	General Secondary Education	3
7.	General Elementary and Secondary Education	1
8.	Secondary Vocational or Prevocational Education	6
9.	Combination	10

Do you consider yourself a special educator of exceptional children or a regular educator?

1.	Special	31
2.	Regular	0
3.	Both	27

With which of the following areas of exceptionality do you feel you have had the most professional contact?

1.	Hard of Hearing	0
2.	Deaf	2
3.	Deaf-Blind	0
4.	Mentally Retarded	25
5.	Multiply Handicapped	2
6.	Orthopedically Impaired	0
7.	Ohter health Impaired	1
8.	Seriously Emotionally Disturbed	3
9.	Specific Learning Disability	15
10.	Speech Impaired	0
11.	Visually Handicapped	0
12.	Gifted and Talented	2
13.	None	1
14.	Combination	7

How much college or university course work in special education for exceptional students have you had?

1.	None	2
2.	One course	4
3.	Two courses	
4.	Three courses	
5.	Four or more courses	52

Have you had experience teaching exceptional children in the regular classroom?

1.	yes	37
2.	no	21

Have you participated in any inservice programs concerning the education of exceptional children?

1. yes	54
2. no	4

Have you participated in any inservice programs concerning career education?

1. yes	33
2. no	25

How much experience have you had in providing career education experiences for exceptional learners?

1. None	11
2. Very little	12
3. Some	21
4. A grest deal	13
5. Not sure	1

Does your <u>state</u> have a Career Education Coordinator?

1. yes	29
2. no	2
3. don't know	27

Does your <u>school district</u> have one or more Career Education Coordinators?

1. yes	28
2. no	19
3. don't know	10
4. N/A	1

Does your school district have a local plan for implementing career education?

1. yes	31
2. no	20
3. don't know	ó
4. N/A	1

APPENDIX J

Dallas Field Test

Participant Comments

Participant Comments

I also think this format would be very useful to regular educators who are involved in mainstreaming.

Persons in special education would probably not need the section on introduction to exceptionalities.

I feel I have a better understanding of career education. I had had no previous experience with the underlying principles. The sample lesson plans and first two activities helped me feel comfortable trying to implement activities when I return to my school.

I feel you must have tremendous experience and understanding of this field. I would have liked to have had you take on more of an instructor's role.

The manual is well organized and well written.

Perhaps the manual could have been read as a "homework" assignment rather than spending so much time in the session. The reading is essential but the discussions and sharing suffered because of the time spent on reading. The long periods of reading created restlessness in an otherwise interesting presentation. You were well prepared and well organized and I appreciate your efforts. Thanks to all concerned.

Well worth the time and I anticipate the use of the materials on a regular basis.

Tape/filmstrip - I liked the pace as presented. Several questions need to be reworked a little. Good workshop as a whole. I'm glad I came.

I thoroughly enjoyed the session and thought it was informative and enlightening.

Your manual displayed a tremendous amount of work. It was well organized and developed sequentially.

It got a little long. There probably could have been more people to help you within the groups. The pretest placement test was very useful and the pretest pointed out many areas I was lacking in.

Excellent teacher aids.

Got good practical suggestions for programs from manual and from other participants, too.

Suggest that a p.m. through a.m. time frame be used to keep attention. The additional p.m. made the session very long. Like the format of small group introductions. Facilitators were pleasant and helpful.

Excellent workshop.

I really like the way the typing was spaced out in the manual. I also liked the marginal gloss questions and the way the words were printed across the page. Reading across the page, I could easily fold back the pages. Although many people were bored with having time to read the manual, I needed more time and the people talking disturbed me. I also found it valuable having time to share and discuss with other teachers ways, methods and ideas on teaching in this area.

It is possibly useful to change the make-up of teams during the process of going through the manual--this would be motivating and spark creativity.

Good piece of material--bit lengthy to evaluate fully during a day-and-a-half but definitely has good information.

Carol has done a very impressive job of organizing the material in the manual. This is an amazing amount of work to complete in a one year project. She presents the material in a very clearly structured format and has good audience repore and interaction.

The placement sheet is a unique way to channel learning needs. I plan on adopting this methodology with some other projects. This package is particularly useful for local education agencies but has applicability in other settings also.

This is terrific for using in a basic workshop with teachers who have minimal background in IEP's, career ed, etc. Good work.

APPENDIX K

Oregon Field Test

Participant Information

1. In what state do you work?

Oregon	33
Illinois	1
Washington	1
Chilie, S.A.	1

2. What is your current professional position?

1. Elementary Special Education Teacher
2. Secondary Special Education Teacher
3. Special Education Supervisor
4. Special Education Curriculum Specialist
5. General Secondary Teacher
6. General Secondary Teacher
7. General Education Supervisor
8. General Education Curriculum Specialist
9. Vocational Education Teacher
10. Vocational Education Supervisor
11. Vocational Education Curriculum Specialist
12. Counselor
13. Administrator
14. Student
15. Other (specify)

3. How many years and/or months have you held this position?

range - 15 years

4. Have you had teaching experience?

1. yes	29
2. no	7

5. If your answer to #4 was yes, which of the following best describes your teaching experience?

1. Elementary Special Education	8
2. Secondary Special Education	3
3. Elementary and Secondary Special Education	2
4. General Elementary Education	9
5. General Secondary Education	7
6. General Elementary and Secondary Education	1
7. Secondary Vocational or Prevocational Education	
8. N/A	8

6. Do you consider yourself a special educator of exceptional children or a regular educator?

1. Special	16
2. Regular	3
3. Both	16
4. N/A	2

7. With which of the following areas of exceptionality do you feel you have had the most professional contact?

1.	Hard of Hearing	
2.	Deaf	
3.	Deaf-Blind	
4.	Mentally Retarded	7
5.	Multiply Handicapped	1
6.	Orthopedically Imapired	
7.	Ohter Health Impaired	1
8.	Seriously Emotionally Disturbed	3
9.	Specific Learing Disability	14
10.	Speech impaired	
11.	Visually handicapped	
12.	Gifted and talented	
13.	None	4
14.	Combination	7

8. How much college or university course work in special education for exceptional students have you had?

1.	None	0
2.	One course	1
3.	Two courses	0
4.	Three courses	3
5.	Four or more courses	32

9. Have you had experience teaching exceptional children in the regular classroom?

1.	yes	17
2.	no	19
3.	N/A	1

10. Have you participated in any inservice programs concerning the education of exceptional children?

1.	yes	15
2.	no	22

11. Have you participated in any inservice programs concerning career education?

1.	yes	5
2.	no	32

12. How much experience have you had in providing career education experiences for exceptional learners?

1.	None	27
2.	Very little	6
3.	Some	2
4.	A great deal	
5.	No sure	2

13. Does your state have a Career Education Coordinator?

1. yes	16
2. no	1
3. don't know	20

14. Does your school district have one or more Career Education Coordinators?

1. yes	12
2. no	4
3. don't know	21

15. Does your school district have a local plan for implementing career education?

1. yes	13
2. no	1
3. don't know	23

APPENDIX L

University of Oregon

Field Test

Participant Comments

Participant Comments

Put the blank lesson plans in the section in front, middle and appropriate sections.

It took approximately 15-16 hours to complete the document. Flipping pages back and forth was awkward and inconvenient. It would have been more efficient to be able to remove pages which needed referring to in various places in the text. Possibly binder style would have been better (though more costly). There was some very worthwhile information in this module. Thanks.

Most of the information in the manual is included in the text. I feel the lesson plans, activities, etc. should also be considered in evaluating the grades.

The University of Oregon's Handicapped Learner Norm covered each of the material available in the manual. It may be more informative for less informed students.

I think that the lesson plan worked through should not have objectives states. I would like to write my own objectives.

The module required a lot of busy work for the return on time invested. Students should receive more than 50 pts. for a well done module (not just posttest score). For graduate students at University of Oregon, in this program, such a large amount of writing and lesson planning is unnecessary.

We did not do post and pretest. Would like to see activities included to go along with this material. Very good.

I spent many hours completing the module as thoroughly as I could. I think credit should be given on completeness of the booklet. Points or credit for the module, if I understand correctly, are based only on the performance on the posttest. This doesn't seem fair to me.

I found the module <u>much</u> too lengthy. The lesson plans were tedious, too many, not useful and ambiguous concepts. I feel we should receive credit for finishing the module, completing lesson plans, etc., not just on posttest results.

No way did this take 9 hours....16 is more like it--or am I a slow worker? It would have facilitated my learning if the book had been binder style (i.e., pages could have been removed and sorted on a table top). It was cumbersome to flip back and forth so often.

There were some thought provoking items of interest to me, e.g., gifted/talented could also be educationally disadvantaged and/or handicapped. I had never really thought about that before.

I didn't <u>really</u> understand why you stand with your back away from a strong light when talking to hearing impaired...and no one else?

If I were <u>entering</u> special education rather than completing my course work, this module would have been more beneficial to me personally. The module contained useful information, but the format was frustrating...in some areas it needed tighter structure (marginal gloss) and in others looser (lesson plans).

Good manual.

APPENDIX M

Kentucky Field Test

Participation Information

1. In what state do you work?

2. What is your current professional position?

1.	Elementary Special Education Teacher	2
2.	Secondary Special Education Teacher	4
3.	Special Education Supervisor	
4.	Special Education Curriculum Specialist	1
5.	General Elementary Teacher	
6.	General Secondary Teacher	
7.	General Education Supervisor	
8.	General Education Curriculum Specialist	
9.	Vocational Education Teacher	
10.	Vocational Education Supervisor	
11.	Vocational Education Curriculum Specialist	1
12.	Counselor	
13.	Administrator	1
14.	Other (specify)*	2

3. How many years and/or months have you held this position?

.5 to 17 years

4. Have you had teaching experience?

1.	yes	10
2.	no	1

5. If your answer to #4 was yes, which of the following best describes your teaching experience?

1.	Elementary Special Education	1
2.	Secondary Special Education	4
3.	Elementary and Secondary Special Education	2
4.	General Elementary Education	
5.	General Secondary Education	1
6.	General Elementary and Secondary Education	6
7.	Secondary Vocational or Prevocational Education	1
8.	All	1

6. Do you consider yourself a special educator of exceptional children or a regular educator?

1.	Special	7
2.	Regular	0
3.	Both	4

*1 CETA Coordinator
1 Career Education Coordinator

7. With which of the following areas of exceptionality do you feel you have had the most professional contact?

1.	Hard of hearing	
2.	Deaf	
3.	Deaf-Blind	
4.	Mentally Retarded	7
5.	Multiply Handicapped	
6.	Orthopedically Impaired	
7.	Other Health Impaired	
8.	Seriously Emotionally Disturbed	1
9.	Specific Learning Disability	2
10.	Speech Impaired	
11.	Visually Handicapped	
12.	Gifted and Talented	
13.	None	
14.	Combinations	1

8. How much college or university course work in special education for exceptional students have you had?

1.	None	2
2.	One course	
3.	Two courses	
4.	Three courses	2
5.	Four or more courses	7

9. Have you had experience teaching exceptional children in the regular classroom?

1.	yes	7
2.	no	4

10. Have you participated in any inservice programs concerning the education of exceptional children?

1.	yes	10
2.	no	1

11. Have you participated in any inservice programs concerning career education?

1.	yes	11
2.	no	0

12. How much experience have you had in providing career education experiences for exceptional learners?

1.	None	0
2.	Very little	1
3.	Some	5
4.	A great deal	5
5.	Not sure	

13. Does your state have a Career Education Coordinator?

1. yes	8
2. no	1
3. don't know	2

14. Does your school district have one or more Career Education Coordinators?

1. yes	8
2. no	3
3. don't know	0

15. Does your school district have a local plan for implementing career education?

1. yes	11
2. no	0
3. don't know	0

APPENDIX N

Kentucky Field Test Activities

Instructional Activities

1. Have students bring newspapers and check want ads. Students will discuss job openings available.
2. Field trip to local state employment office. Representative will discuss with students procedures in registering for jobs.
3. Show film strip on job interviewing, etiquette, dress, etc.
4. Slides on filling out Social Security cards.
5. Transparencies on job application forms.
6. Field representative from private employment agencies discussing fees, procedures, etc.
7. Lesson on writing personal letters of application, resumes, follow-ups and thank you letters.
8. Role playing situation - Interviewing

Materials and Resources	Related Occupations
Newspapers	All
Film strip/projector	
Slides/slide projector	
Transparencies/projector	
Reference Books	

Evaluation

Evaluation to be done by instructor's checklist.

1. Procedures of raising produce.
2. Students will visit farm to determine how produce becomes available to consumer.
3. Students will work in small groups. List as many occupations that can be involved in the production of produce.

4. Students will determine what foods are brought from the farm to the grocery.
5. Students will learn relationship between farmers production cost, profits achieved, and cost to the consumer.
6. Invite local grocery owner and operator to discuss opportunities and occupations in the grocery market.

Material Resources

Filmstrip

Grocery ads from newspapers

Worksheet on consumer prices

Quest speaker

Related Occupations

Farmer

Laborers

Grocery Manager

Produce Manager

Truck Driver (Hauls produce)

Evaluation

Written or oral test on how produce is available to consumer.

APPENDIX O

Dissemination

Exceptional Children, September, 1978

CEC AT WORK

Project grants awarded

The Evaluation, Planning, and Development Unit was awarded two grants supporting projects that began this summer.

The Office of Career Development, US Department of Health, Education, and Welfare, funded a project for the "Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students."

A "State of the Art" report is being prepared reflecting existing teacher training materials related to career education for exceptional students. The major learner objectives of the training module are:

- To provide teachers with knowledge about career education and its application to exceptional students.
- To develop teachers' awareness of the value of appropriate career education for exceptional students.
- To develop teachers' skills for conducting appropriate career education for exceptional students in their own classrooms.

The second project is being supported by the Bureau of Education for the Handicapped and deals with "The Design, Development, and Implementation of a National Replicable Inservice Training Needs Assessment Project." This effort expands a previous CEC project that surveyed inservice training components described in state plans. The new project will develop and evaluate a process to monitor the inservice training needs of diverse groups of educators and match those needs with quality programs available through universities and state or local agencies. The objectives of the project are as follows:

- Review the Comprehensive System Personnel Preparation component of each state's Annual Program Plan.
- Collect available university, state, local, or other program information from such sources as the Project for Cooperative Manpower Planning in Special Education, the Teacher Education/Special Education Project (University of New Mexico) and the National Diffusion Network (NIE).
- Conduct and report on a national needs assessment to determine inservice training needs of special and general educators.
- Provide inservice training to program developers at the national, state, and local level on the use of needs assessment procedures, training priorities, and the selection of resources.

Exceptional Children
January, 1979

CAREER EDUCATION IS FOR EVERYONE!

Would you like to assist exceptional individuals in maximizing their career potentials? Would you like to learn more about providing career education experiences to exceptional individuals?

If so, participate in a special $1^{1/2}$ day intensive training program on career education for exceptional students. This special CEC training program is supported by the Office of Career Education, Office of Education, U.S. Department of Health, Education, and Welfare.

WHERE AND WHEN WILL THIS HAPPEN?	April 22 and 23, 1979 Dallas, Texas (Prior to the CEC Convention)
HOW MUCH DOES IT COST?	It's free!
HOW DO I PREREGISTER OR GET MORE INFORMATION?*	Contact CAROLE M. JOHNSON, Project Director, CAREER EDUCATION PROJECT

*Registration will be limited to 50 attendees on a first-come, first-serve basis.

Exceptional Children
January, 1979
galley proof

1A PAGES

New Institute # 6
Monday, April 23
9:00 a.m.-5:00 p.m.

Practical Approaches, Materials, and Activities for Mainstreaming Young Handicapped Children

Overview: Designed for adults who work directly with young handicapped children, this institute focuses on information, activities, and classroom adaptations that can be used in connection with ongoing programs and curriculum. Presentation modes for this institute include simulation activities, demonstrations, role play, problem solving discussions, audiovisual, and actual construction of some material. Objectives for this institute are (a) to become aware of the effects of various handicaps and how to recognize and refer children with possible problems; (b) to become aware of feelings and reactions of parents and points to consider in working with them; (c) to learn ways of adapting the classroom and materials for the handicapped child; and (d) to learn a variety of activities for increasing listening, motor, and language skills in the classroom.

Faculty: Joyce Evans, Director, Special Projects Division, Southwest Educational Development Laboratory, Austin, Texas; and Donna Brewer, Debbie Barbara, Deb Land, and Sherry Young, Field Trainers, Southwest Educational Development Laboratory, Austin, Texas.

Advance registration limited to 75 persons.

CEC CAREER EDUCATION PROJECT: TWO DAY TRAINING INSTITUTE

Project Training Program # 7
Sunday, April 22–8:00 p.m.–9:30 p.m.
Monday April 23–8:30 a.m.–5:00 p.m.

Overview: An intensive training program on Career Education for Exceptional Children will be offered to any interested person working in an educational setting. CEC's Career Education for Exceptional Children Project is funded by the Office of Career Education and CEC staff will be involved in presenting training that will deal with evaluating career education materials for exceptional students, customizing career education materials for use in the classroom, and planning career education for exceptional students. The institute will be held on Sunday and Monday. Additional information on this activity, if necessary, may be obtained from the Project Director, Carole M. Johnson, Conventions and Training Unit, CEC Headquarters.

Faculty: Carole M. Johnson, Project Director, Career Education, CEC Headquarters, Reston, Virginia.

Advance registration limited to 50 persons.

Division Identity Day
(Tuesday)

Tuesday of convention week has been designated as Division Identity Day. On this day, each CEC division will present a full, intensive day of professional sessions. Business and social meetings have, for the most part, been scheduled on other days to allow the professional program maximum time on Tuesday. Times and locations of these meetings will appear in the Convention Program. The meetings began at 8:45 a.m. and end at 4:45 p.m.

DIVISION PROGRAM SESSIONS
CASE

The Council of Administrators of Special Education, Inc

Project Harmony: An Effective Administrative Model for the Instruction and Mainstreaming of Elementary Age Learning and Disabled Children

The Unwritten Contract: Realities Involved in Getting Group Homes Off the Ground and Keeping Them Living

Organizational Factors in Policy Implementation

Factors Effecting the Introduction of Deinstitutionalization of Children into Public School Programs

The State's Responsibility to the Implementation of [illegible]

[illegible] Night is scheduled for Tuesday, April 24. The event will take place at Texas Stadium (home of the Dallas Cowboys). For further details, see page 99a.

Preregistration

Early Bird Specials
CEC's 57th Annual International Convention
Dallas, Texas
Monday, April 23, 1979

Board of Governors Action (Kansas City Convention) calls for a full day of institutes and/or workshops specifically for practitioners interested in attending an additional day of professional events. There are no registration fees or materials cost requirements. However, pre-registration is needed so that materials may be prepared for participants' use. Please print or type. Place one letter in each box. Return the completed form to: The Council for Exceptional Children, Conventions and Training Unit, 1920 Association Drive, Reston VA 22091.

Please register me for the Early Bird Special checked below:

First Name | Last Name

Position

(Business Address) Street

City | State | (Zip Code)

(Business Phone (Area Code)

Mini-Training Institutes

- [ ] 1 Facilitating Development of Language in Young Children
- [ ] 2 Preparing for the IEP Meeting: A Workshop for Parents
- [ ] 3 Nondiscriminatory Testing: Protection in Evaluation Procedures

Introducing New CEC Institutes

- [ ] 4 Guidelines to Educational Concerns
- [ ] 5 Everybody Counts
- [ ] 6 Practical Approaches: Materials and Activities for Mainstreaming Young Handicapped Children

CEC Project

- [ ] Career Education Project: Two-Day Training Institute
  (Sunday and Monday)

Deinstitutionalization of Status Offenders

An Interdisciplinary Approach Toward the Treatment of Behavior and Learning Problems in a Special Educational Facility for Emotionally and Socially Handicapped Children.

What's the Name for What I Feel? An Instructional Program in Affective Education for ED Adolescents

Teaching Children Cause and Effect: A Contingency System of Management

A Behavioral Approach to Education with Emphasis on Parental Involvement

A Reality Approach to Handling Adolescent Behavior Problems

A Competency-Based Educational Model for Success, Survival and Self-Sufficiency for Secondary Handicapped Students with Emphasis on Emotional Disability

A Model for Group Behavior Management for Teaching Children with Behavioral Disorders

ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN

August 1978

Vocational and Career Education

What's the Difference between Vocational and Career Education?

by Donn E. Brolin

There still seems to be considerable confusion among professionals and others in regard to distinguishing vocational education from career education. The two concepts are quite different, and therefore the following is presented in an attempt to more clearly differentiate the two:

Vocational education emphasizes:
- Occupational preparation
- Paid work
- Labor market needs
- Courses and a specific instructional program
- Instruction by vocational educators
- Secondary and postsecondary instruction

Career education emphasizes:
- General career skills
- Paid and unpaid work (e.g., volunteer, leisure and recreation, homemaking)
- No specific courses or instructional program
- Learner needs
- Instruction by all educators
- All levels of education

In 1977 The Council for Exceptional Children endorsed the following position statement. Career education is "the totality of experiences through which one learns to live a meaningful, satisfying work life . . . providing the opportunity for children to learn, in the least restrictive environment possible, the academic, daily living, personal-social and occupational knowledges and skills necessary for attaining their highest levels of economic, personal and social fulfillment. The individual can obtain this fulfillment through work (paid and unpaid) and in a variety of other societal roles and personal life styles . . . student, citizen, volunteer, family member and participant in meaningful leisure-time activities."

CEC Division on Career Development

The Division on Career Development (DCD) was officially established in October 1976 as one of the 12 divisions of The Council for Exceptional Children. It was created as a voice for professionals involved in career development of the special individual, preschool through adult; as a catalyst for action in programs of career development; and to serve as a liaison among organizations with similar interests.

Its goals are "to organize representatives from all disciplines who are involved in, or would like to be involved in, career development of exceptional children, youth and adults. Career development is a process which facilitates responsible and satisfying life roles (e.g., student, worker, consumer, family member, citizen) through the utilization of teaching, counseling and community intervention. The Division serves as a catalyst to bring about efficient and effective programs of career awareness, exploration, preparation and assimilation for exceptional individuals from early childhood through adulthood."

Membership in the Division of Career Development is open to all CEC members. Division dues are $8.00 a year for regular members and $4.00 for students. The Division presents a full and varied program at CEC's annual 2 day preconvention meetings. Members of DCD receive two separate periodicals: a Newsletter which is produced quarterly, and *The Journal for Career Development for Exceptional Individuals*, issued twice yearly. Contact the CEC Membership Unit for an application form.

CEC Begins New Project

The Office of Career Education, USOE, funded a project for the development of a "Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students."

A "State of the Art" report is being prepared that describes existing teacher training materials related to career education for exceptional students. The major purpose of the project is to develop a training module that will provide preservice and inservice training to general and special education personnel. The module will contain a handbook specifying a series of learner objectives; detailed instructional guidelines; sample activities; and suggested instructional formats for presenting a 1½ day workshop (three sessions, 2-3 hours each). The major learner objectives of the training module are to:
- Provide teachers with knowledge about career education and its application to exceptional students,
- Develop teachers' awareness of the value of appropriate career education for exceptional students, and
- Develop teachers' skills for conducting appropriate career education for exceptional students in their own classrooms.

For further information contact Carole Johnson, Project Director, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091.

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New projects to start this summer

Notification has recently been received from the Office of Education on the approval of two proposals submitted earlier this year by the Evaluation, Planning and Development Unit at CEC. Projects will be initiated during the Summer in the areas of career education and inservice training.

Career Education Training Module

The first award, for one year, from the Office of Career Education, will be used to develop a training module to assist special and regular educators in the design and implementation of career education programs for exceptional students. The funding authority for this project lies in the Career Education Incentive Act (Public Law 95-207), which has as a major goal that "all who teach and all who learn by increasing the emphasis they place on career awareness, exploration, decision making, and planning to do so in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping in such activities, including bias and stereotyping on account of handicap."

Recognizing that the special education or regular classroom teacher working with the exceptional child is the key in the child's career educational experience, CEC will develop a self instructional training module with a multimedia format (audiovisual and print) to be used by teacher educators or staff development personnel in the training of special education and regular classroom teachers who work with exceptional students. The objectives to be addressed in developing such a module are:

- To provide an initial or expanded knowledge base in the area of career education for special education and regular classroom teachers who are involved in the education of exceptional children.
- To assist special education and regular classroom teachers to understand the importance of career education for exceptional students and their role in the process.
- To develop special education and regular classroom teachers' skills in program planning to the point of *evaluating* career education materials for use with exceptional students, *adapting* career education materials for use in the classroom, and *planning* career education activities for exceptional students.
- To provide inservice training to program planners and providers on the national, state and local level regarding the needs assessment procedures and results as well as the use of the training priorities determined along with the selection of resources.

Current plans include a field review of the training module at a special training session, which will be part of the Annual CEC Convention in Dallas (April 1979). Preliminary registration materials and information on he session will appear in Fall CEC publications.

(continued on page 7)

Philip Chinn to replace Robert Fuchigami.

Extensive search finds new special Assistant on minority concerns

Following an extensive search process which produced almost 60 applicants and a rigorous screening and interview procedure, Dr. Philip Chinn was selected as the new Special Assistant to the Executive Director on Minority Concerns. He will replace Dr. Robert Fuchigami, who has served as interim Special Assistant on Minority Concerns since September and who will be returning to Sonoma State College in California in July.

Dr. Chinn comes to CEC from North Texas State University, where he was an associate professor in Special Education. Previously he had taught at the University of Utah and at East Texas State University. Dr. Chinn is a mixture of Chinese, Hawaiian, Irish, and Spanish ancestry and has been a member of CEC for over 15 years. He received his BA from Baylor University in History and earned both his MA and EdD from the University of Northern Colorado with specialities in Special Education and Educational Psychology.

Dr. Chinn has had a wide variety of experience as a classroom teacher with prevocational educable mentally retarded children in Kentucky, vocational adjustment coordinator with educable mentally retarded children

(continued on page 2)

1,000 new Members Gained

CEC gained more than 1,000 new members at the 56th Annual Convention held in Kansas City from May 2-5, 1978. During the same week at the Thursday meeting of the Delegate Assembly the winners of the 1978 Membership Drive Contest were announced.

Annually, the Council for Exceptional Children recognizes outstanding achievement in membership recruitment, retention, and reactivation. This year, 1977-1978, membership awards (Certificate and $100 US Savings Bond) were presented to four state/province CEC units showing *the greatest percentage increase in membership:*

- State/Province CEC units with below 50 memberships per 100,000 population:
  MANITOBA FEDERATION #338
  57.01% increase
  BRITISH COLUMBIA FEDERATION #646
  30.46% increase
- State/Province CEC units with 51-100 memberships per 100,000 population:
  NORTH DAKOTA FEDERATION #922
  20.85% increase
  MONTANA FEDERATION #70
  14.06% increase

(No units had more than 100 memberships per 100,000 population)

(continued on page 6)

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Special Session for Educators and Producers

Publishers, product developers and others interested in developing instructional materials are invited to attend a special session on Thursday, February 8, 1979, from 8:45 - 11:30 a.m. at the CEC Topical Conference on Career Education for Exceptional Individuals. The major focus of the session will be the representation of exceptional persons in educational materials. Members of the Consortium for Appropriate Representation of Exceptional Persons in Educational Materials will be serving as facilitators in this session. As you are aware, the Consortium (composed of representatives from CEC; LINC Services, Inc.; University of Pittsburgh; White House Conference on Handicapped Individuals; Guidance Associates; President's Committee on Employment of the Handicapped; Peabody College; and Charles E. Merrill Publishing) has published guidelines which have been distributed to publishers nationally and internationally.

The purpose of this session is to provide producers, product developers and others with experiences to enhance awareness of methods for appropriate representation and opportunities for hands-on evaluation and modification of materials with immediate feedback using a team approach. All materials subject to evaluation will be masked as to publisher and/or producer so that participants' review will be based solely on appropriateness of materials rather than on reputation or previous experience with producers.

It is hoped producers and developers will attend and garner new ideas and approaches to materials development. How to Begin Today: Adapting Career Development Materials for Students Efficiently and Economically (Session #B5-Curriculum) will be conducted by Carole M. Johnson, CEC Project Director, and Joan Simon Jones, Program Specialist, National Center for Research in Vocational Education.

GETTING TO KNOW YOU

Nancy Garfield, director of the Girl Scouts' "From Dreams to Reality. . . ." projects in New York City. Ms. Garfield, a graduate of both Bennington and Hofstra, has extensive experience in publishing, writing, curriculum development, and career education. She was vice president of Information Retrieval Systems, Inc., editor of the*The Gifted Child* magazine, has taught pre-school children and creative writing, and is the author of several children's books.

Jose Gonzales, Jr., head of the "Physically Handicapped Career Internship Program" operated through California State University in Los Angeles. Mr. Gonzales' long history of working to make education more accessible to the handicapped has included his founding of the campus-based People United in Support of the Handicapped (PUSH) and leadership of the university's Handicapped Student Service Center.

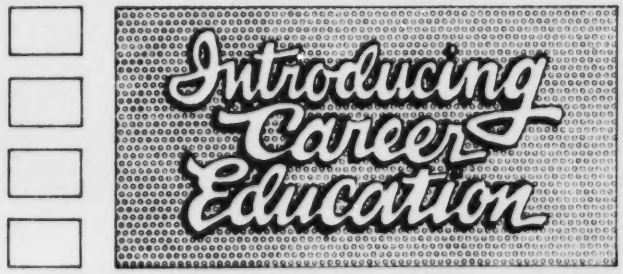
In our last issue, we featured Donald Matthews in our Who's Who column. Mr. Matthews is the Occupational Placement Specialist at Jefferson County High School in Jefferson County, Florida. We apologize to Mr. Matthews and his county for failing to mention the state they're both in.

CEC Improves Inservice

The Council for Exceptional Children began last July designing inservice training materials to help teachers improve career development for exceptional students. Training materials addressing such issues as exceptional learners' need for career education, methods for instructional planning, and defining career education will be field tested and revised in April and May and completed by the project's termination at the end of June.

A filmstrip—"Introducing Career Education"—will also be part of the package and is nearly completed. A state-of-the-art paper has been completed and will be published in the spring issue of *Career Development of Exceptional Individuals.*

For details: Carole M. Johnson, CEC, 1920 Association Drive, Reston, VA 22091; (703) 620-3660.



The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

PUBLISHER'S NOTE:
We appreciate receiving materials about projects and hope our mail will increase. Artwork and black & white photographs will be used wherever possible; color photographs or illustrations cannot be reproduced.

Career Ed In The Gym

The American Association for Health, Physical Education, and Recreation is investigating ways to help teachers, pre-school through grade 12, infuse career education concepts with physical education and sport. Members will be invited to contribute ideas for the following:

- a teacher's handbook stressing exemplary methods and practices to combine career education with physical education and sport;
- a monograph describing the Association's role and methods for achieving this combination;
- newsletters that will include feature columns exploring what career education is, how it is used, teaching methods and strategies, and reviews of current materials;
- additional resource materials for teacher use, including a slide/tape show and teaching posters;
- a clearinghouse that will provide members with highlights on materials, resource organizations and individuals, and that will circulate information on both non-degree and degree options in physical education and sport.

Project responsibilities are being shared between two associations in AAHPER, the National Association for Sport and Physical Education, and the National Association for Girls and Women in Sport. Carolyn Keith-Henes directs the project with the help of two assistants, a steering committee, and a local advisory committee from the Washington, D.C. area. For details contact Project ACE, AAHPER, 1201 16th St., NW, Washington, D.C. 20036; (202) 833-4392.

Note: In the calendar in our last issue, we erroneously noted that *AAHPER's conference in New Orleans* would run from March 15-20, it *will be on March 20 only.*

CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS

The Council for Exceptional Children announces the forthcoming publication of inservice and preservice training materials for regular and special educators in career education for exceptional individuals. These products, developed by Carole M. Johnson, Project Director, are the outcome of a one-year project funded by the Office of Career Education, USOE. Two products will be available in the fall of 1979.

The first product is a facilitator's kit containing one introductory filmstrip and cassette, one copy of a self-instructional manual, and one facilitator's guide containing related large and small group activities. This product is designed for use by inservice and preservice education providers. The self-instructional manual will be available separately as a second product. Major objectives are designed to enable the learner to

- Relate career education to its theoretical foundations in career development.
- Identify factors influencing career development for exceptional individuals.
- Modify lesson plans that include career education concepts to meet the needs of exceptional students.
- Identify and use available resources both within and outside the school.
- Collaborate with others in planning for exceptional students.
- Develop a class planning guide for use in lesson plan implementation.

* * * * * * * * * * *

I am interested in receiving information on the availability of the Career Education for Exceptional Individuals

☐ self-instructional manual

☐ facilitator's kit

NAME _____

ADDRESS _____

_____

_____ ZIP _____

* * * * * * * * * * *

Return to: Carole M. Johnson
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

NEW

EXPANDING WORK OPTIONS FOR EXCEPTIONAL STUDENTS

A Facilitator's Kit

Teacher Oriented Inservice Materials for Encouraging and Supporting Exceptional Students' Career Development in K–12 Settings

Carole M. Johnson
Jill Lamkin
Michael Ward

Kit Contents:

- Sound/Filmstrip "Career Education: An Overview"
- activity oriented Facilitator's Guide
- self instructional manual

How to plan and organize instruction for exceptional students which facilitates their career development in the least restrictive environment is of critical concern to special, regular, and vocational educators. This concern has highlighted the need for inservice and preservice education which helps exceptional students maximize individual potential, thereby expanding options for participation in work and adult life. Here at last is a facilitator's kit designed to assist regular and special educators in developing the skills required for planning, organizing, and implementing such instruction in K-12 settings.

The kit contains three components. The first component is a filmstrip and cassette *"Career Education: An Overview"* which introduces the career education concept. The second is an activity oriented facilitator's guide appropriate for use with large and small groups. It includes transparencies and handout masters. The third component is a self instructional manual designed to be used as a reference book, a self instructional guide, or a supplementary text.

The content of the facilitator's guide and manual focuses upon planning, organizing, and implementing instruction to meet the career development needs of students who are hard of hearing, deaf, speech impaired, visually handicapped, mentally retarded, learning disabled, behaviorally disordered, orthopedically handicapped, other health impaired, and/or gifted and talented. These materials are developmentally based and practical in nature. Additional copies of the self instructional manual are available separately. August 1979 EXPANDING WORK OPTIONS FOR EXCEPTIONAL STUDENTS—A FACILITATOR'S KIT No. 193 $28.50 **CEC member price, $24.23*

EXPANDING WORK OPTIONS FOR EXCEPTIONAL STUDENTS (a self instructional manual). Carole M. Johnson. This is a self instructional activity oriented manual designed to assist special and regular educators in designing and implementing instruction to meet the career development needs of exceptional students in K-12 settings. Vocational educators and guidance counselors serving exceptional students will also find the manual useful. Major objectives are designed to enable the educator to:

- Relate career education to its theoretical foundations in career development.
- Identify factors influencing career development for exceptional individuals.
- Modify lesson plans that include career education concepts to meet the needs of exceptional students.
- Identify and use available resources both within and outside the school.
- Collaborate with others in planning for exceptional students.
- Develop a class planning guide for use in lesson plan implementation.

Contents: *(each section includes introduction, objectives, references, and suggested readings)*

Fundamentals of Career Education
Theoretical Foundations
Two Theories of Career Development
Definitions
Career Education and Educational Programs
Phases of Career Education
Elements and Outcomes

Career Education for Exceptional Individuals
Who are Exceptional Individuals?
How Does Exceptionality Affect Career Development?
How Does Exceptionality Affect the Provision of Career Education?
How Can Career Education Help?

Implementing Career Education for Exceptional Individuals
Individualized Education Programs
Identifying and Using Available Resources
Approaches to Customizing Instruction
Developing Class Planning Guides

August 1979, 162 pp. No. 194 $7.00 **CEC Member price, $5.95*

Other CEC Resources. . .